

The A.T.A. Magazine

Official Organ of the Alberta Teachers' Alliance

MAGISTRI NEQUE SERVI



VOL. II.

Edmonton, Alberta, March, 1922

No. 10

The Easter Convention

More than 5,000 teachers were employed during 1921 in our Alberta School System.

They gave instruction to ¹30,000 pupils; to a body of potential citizens larger than the population of Calgary and Edmonton together, and equal to 23 per cent. of the population of our Province, the fifth in the Dominion.

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What opportunity has this great body of teachers to *unify and consolidate itself*, to develop an *esprit de corps*, and to *impress* on the public mind its *collective view* of educational problems?

The answer is:—Through the local branches of the Alliance, through the columns of the A.T.A. Magazine, and by attendance at the *Annual Easter Convention of the A.T.A. and A.E.A. (the "Ataea")*.

Teachers of Alberta: Use your opportunity of a break in the long Spring Term to attend this Convention.

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The A. T. A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance
Published on the Tenth of Each Month

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Vice-President, Chas. E. Peasley, Medicine Hat.

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The A.T.A. Magazine

EDITOR: H. C. Newland, Edmonton.

ASSOCIATE EDITORS: T. E. A. Stanley, Calgary; J. T. Cuyler,
Medicine Hat; R. V. Howard, Edmonton; C. S. Edwards, Ed-
monton.

BUSINESS MANAGER: John W. Barnett, Edmonton.

Published, Controlled and Edited by the

ALBERTA TEACHERS' ALLIANCE PUBLISHING CO., LTD.

10701 University Avenue, Edmonton South

Subscription: Members of A.T.A. - \$1.00 per annum
Non-Members - \$1.50 per annum

Vol. II. Edmonton, Alberta, March, 1922. No. 10

BRANDON, MAN., SCHOOL BOARD
WABAMUN SCHOOL BOARD
CASTOR SCHOOL BOARD
WAINWRIGHT S. D., No. 1658
UNION JACK S. D., No. 1865
GLENWOOD CONSOLIDATED, No. 32

Candidates selected for the above posts, who are
members of the A. T. A., are earnestly requested to
apply for information to

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
10701 University Avenue, Edmonton.

Official Announcements

NOTICE RE ANNUAL GENERAL MEETING, COMMENCING
APRIL 17, 1922, IN THE CENTRAL METHODIST
CHURCH, CALGARY

Annual Reports of Locals:

Each and every local is required to forward at the earliest possible date the Annual Report of its activities during the year Easter 1921 to Easter 1922. A blank Report Form is forwarded herewith.

Membership Fees:

A big collection drive—one vigorous final effort—is what is now required. A big increase in membership will do much to stem the tide of reaction which has set in against teachers' salaries. If teachers will only have confidence and pull together, we have the situation largely in our own hands. Attention is drawn to the editorial in the February issue of "The A.T.A. Magazine" which deals with the teacher supply question. The facts are there stated: please see that your Local does its utmost to make them known to teachers, both mem-

bers and non-members. A little judicious press work at this time would help very much. Is it not possible to get the editor of your local paper either to publish the editorial or, at least, to make some comment on it.

Election of Provincial Executive:

If your Local has not yet sent in the names of nominees for election to the Executive for the year ending Easter, 1923, it should make haste to do so. Nominations close on March 15.

Official notification of the following nominations by Locals have been received at this date:

Chas. E. Peasley, Medicine Hat, for President. Nominated by Vegreville, Medicine Hat Public School, and Calgary.

J. T. Cuyler, Medicine Hat, for Vice-President. Nominated by Vegreville.

R. G. Powell, Coleman, for District Representative, S.W. Alberta. Nominated by Pincher Creek.

W. W. Scott, Calgary, for Vice-President. Nominated by Calgary Local.

Miss M. B. Tier, Calgary, for Calgary Representative. Nominated by Calgary Local.

Locals will be made acquainted with other nominations as official notification is received from Secretaries of Locals.

For further particulars re nominations, see January issue of *The A.T.A. Magazine*.

Ballots:

Every member of the Alliance will have mailed to him a ballot direct from headquarters. Each will have three votes: One for the President, one for the Vice-President, and one for the Geographic Representative of the District in which the member is located.

Return of Ballots:

Ballots may be posted to the above address, direct, or collected by the local Secretary and forwarded in one package. Ballots must be returned not later than April 10.

Delegates to the Annual General Meeting:

Accredited Delegates are duly elected at a regularly called meeting of Locals. Credential forms will be forwarded later, as soon as the final returns of membership of your Local are received by us.

Voting Strength of Locals: Representation is as follows:

Locals whose membership is 6 to 9 are entitled to one delegate.

Locals whose membership is 10 to 25 are entitled to two delegates.

Locals whose membership is over 25 are entitled to one additional delegate for each additional 25 members or fraction thereof.

Transportation and Pooling of Expenses of Accredited Delegates:

The transportation expenses of accredited delegates will be pooled. During the Convention week the average will be struck, and delegates will be required, either to pay in an amount sufficient to make their transportation expenses equal to the "pool rate," or be paid the difference between the "pool rate" and the transportation expenses actually paid.

Standard Certificates and Reduced Railroad Fares:

Each delegate should obtain a standard certificate from the agent at the point of departure in order that advantage may be taken of the special rate for teachers attending the convention.

Agenda of Business:

The Agenda of Business will be handed to delegates at the first session of the Annual General Meeting on Monday.

Number of Sessions:

This cannot be finally decided yet: it all depends upon the number of resolutions sent in for consideration. It is very unlikely that the heavy program of business to be transacted can be disposed of in one day.

Graded Bible Readers

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Resolutions for the Annual Meeting

Resolutions from your Local should be in our hands by March 15th, at the latest. This will be barely sufficient time to enable them to be printed, sent out to our members and discussed by the Locals. Arrangements should be made for Local Alliance meetings during the next few weeks for the purpose of discussing the resolutions, and for appointment and instruction of delegates.

Re the Revised Public School Curriculum

This matter will be dealt with at the next Easter Convention of the Alberta Educational Association. The A.E.A., however, has not the machinery which can operate throughout the year and which can in any way function as a clearing-house for the views of the teachers of the Province. It was felt that such an all-important matter as the curriculum can not be properly disposed of in a large convention after a few hours' discussion, unless local groups of teachers have previously had the material for discussion in their hands and have also fully discussed from every angle the proposed changes. It is realized that this work should not be taken as settled after a few fluent speakers have addressed the convention and, immediately afterwards, submitted the curriculum to the vote for endorsement. This could not be the matured, deliberate opinion of the teachers of the Province.

The Alberta Educational Association, realizing their inability to deal effectively with this matter, arranged for a combined meeting of the Executives of the A.E.A. and the A.T.A., at which meeting the Alliance agreed to place all their machinery at the disposal of the A.E.A. for the purpose of dealing more expeditiously and efficiently with the proposed new curriculum.

We have instructed our Locals to discuss this business from every possible angle; to call meetings and fully instruct the representatives who will attend the Convention at Calgary as to the views of their local teachers on this matter. It is presumed that these representatives will be the accredited delegates to the Annual General Meeting, which will be held during Easter week in the same building as the A.E.A. Convention.

It has often been implied by uninformed teachers and others that the A.T.A. is purely an "economic" organization which exists for the sole purpose of raising the salary of teachers. This is absurd on the face of it, for the raising of the status of the teaching profession—our main aim—implies that the members thereof must rise to the obligations which devolve upon a professional status. The primary obligation which rests upon the teaching profession is to take an interest in matters which intimately concern the "spade work" of the school and the interests of the pupils. This may involve, at times, the making of some sacrifice to meet and exchange views on educational questions, and also the taking advantage, whenever possible, of every facility for speaking as a professional group on such matters.

The Alliance is not adopting any circumscribed attitude on this curriculum question. We want all teachers to co-operate with us. It may be that you have not yet a Local Alliance in your district; nevertheless, you should discuss this curriculum question. The discussion will show your teachers the advantage of meeting as a professional group. Why not take steps to form a local organization, and take full standing in the Annual General Meeting of the A. T. A.? We cannot grant to any but accredited delegates the right to take part in the Annual General Meeting, but on the one matter—the curriculum—the A.E.A. Convention will give all teachers the opportunity to voice their opinion.

We have asked the Department of Education to forward to you, as the leader of the teachers in your district, copies of "Report on Revision of Curriculum for the Elementary School." After this report has been received, will you see to it that the teachers in your district discuss it? If you form a Local Alliance, we should be obliged if you would send along a report of your teachers' reaction to the proposals? The A.

T.A. will serve as a clearing-house for the opinions of the teachers of the Province, and be the means of drawing up a composite report of their harmonized views. This report should be of great value to all parties interested. Will not your teachers make some contribution to it?

N.B.—Although the Provincial Constitution requires that all communications from headquarters should be brought to the attention of members at regularly called meetings, Executives of Locals are requested to give particular prominence to this notice.

JOHN W. BARNETT,

General Secretary-Treasurer.

10701 University Avenue, Edmonton, Alta.

BRANDON SITUATION**Copy of Resolution by the Board Monday,
February 27th, 1922.**

Copy of Resolution passed by the School Board, February 25th, 1922:

"That it being apparent that the Board's revenue will not put it in funds for payment of more than 75% of the Teacher's Schedule, the teachers and superintendent be asked to consider the situation and accept the present reduction of 25% effective March 1st, 1922. Subject to the possibility of additions by way of bonuses, if revenue available for the year will, in the judgment of the Board, permit; also that failing an immediate agreement notice be given of the termination of all contracts on or before May 1, 1922."

Brandon, Man., March 3, 1922.

To the Chairman and Members of the School Board, Brandon:

We the undersigned principals, heads of departments and members of the teaching staffs of the Collegiate Institute and Public Schools of the city have given very earnest consideration to the proposals of the School Board.

We have tried to study the question from every standpoint so that a fair and just decision might be reached. As a result of careful deliberation we have come to the conclusion that we cannot accede to the proposal.

We take the view that a deficit in the finances of the City is not a sound and proper principle upon which to base a reduction in the salaries of teachers.

Signed by 86 members of the staff.

(One did not sign—she is in the hospital, ill with diphtheria, and was not approached re the matter.)

The Executive of the Manitoba Teachers' Federation has endorsed the action of the Brandon teachers, and calls upon all teachers to govern themselves accordingly.

G. J. REEVE,

Secretary,

701 McIntyre Block,
Winnipeg.

IMPORTANT NOTICE RE CONTRACTS

Alberta Teachers are hereby requested to secure, wherever possible, the substitution of the Alliance Clause 5 in place of Clause 5 of the official form of teachers' agreement. The Minister of Education will not now refuse to approve this form where board and teacher both agree to adopt it.

Furthermore, the word "ratepayer" in Clause 5 of the official form may now be changed to "representative," if board and teacher agree to do so.

These concessions are worth the careful attention of all Alliance members. They were the "bone of contention" between the Alliance and the Department a year ago. *Tempora mutantur.*




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VISIT OF TEACHERS TO GREAT BRITAIN AND THE BATTLEFIELDS, SUMMER 1922

The annual visit of Canadian Teachers to Great Britain and the Battlefields will take place during July and August, 1922, under the auspices of the Overseas Education League. Major Ney, Honorary Organizer of the League, has made preliminary arrangements for this "Summer Tour," which he expects will be largely patronized.

A special train will leave Winnipeg on or about June 29th, and the party will proceed by boat from Montreal about July 3rd. After visiting places of interest in Great Britain, they will proceed to France, where a short visit will be made to Paris and the Battlefields. The party will leave Glasgow on or about August 25th on the return voyage, arriving home about September 1st.

The estimated cost of the tour from Winnipeg back to Winnipeg, including meals, hotel accommodation and traveling expenses, will be about \$525.00. A deposit to cover the estimated cost will be required. Any unexpended balance will be returned after the tour is completed. The tour is available only for bona-fide teachers, including the clergy.

Teachers interested in this "Summer Tour" may secure application forms by communicating with the Alberta Secretary of the League, Mr. H. J. Spicer, care of the Department of Education, Edmonton.

From the Periodicals

RELIGIOUS EDUCATION

Dr. Frederick Tracy, of the Department of Philosophy, University of Toronto, contributes a timely article on the "Meaning of Religious Education." It is not "salvation" or "soul-saving" but "making the pupil to be the best that he is capable of being, and to exercise to the full the prerogatives that are his at every stage of his development."—H.C.N.

* * *

SCHOOL SCIENCE AND MATHEMATICS

Peter A. Mortensen, superintendent of the Chicago Schools, discusses the question: "What Shall be the Program in Education for City School Systems?"

The filling up of our high schools, or, in other words, the increasing demand for secondary education is creating an array of new problems for our city school systems: problems of housing, of the maximum use of the school plant, of financing the mounting costs, and of revising the content, methods, and organization of our secondary education.

Formerly, high school students were a select group. This group is now both wider and larger, with a probable lowering of intellectual level. The content of courses must therefore be modified, perhaps even leveled down. The demands of the community have established many so-called "fads" in our curriculum along beside the older and more "solid" subjects. Provision has been asked for supernormal and subnormal children, and for larger and fuller school activities. The final result is that the limit of financial support seems about to be reached, perhaps even now surpassed. Does this make necessary a "double-shift" system, and the elimination of some subjects whose value is less, but whose cost is great?

As never before, our civilization makes use of the findings of science. Science must therefore come into the elementary school curriculum for the masses. What aspects of science should be taught? How much time should be devoted to this teaching? What equipment should be provided?—C.O.H.

THE EDUCATIONAL REVIEW

The Project Method

A.T.A. readers who have been experimenting with the "project method" of teaching, will be interested in an article in the February issue of the *Educational Review*, by Dr. Ernest Horn, professor of education in the Iowa state university. Under the title, "Criteria for judging the Project Method," Dr. Horn gives an account of the introduction and development of the project method. He then proceeds to establish a few criteria, by which we may judge the worth of the various class procedures that are found under that name. The writer, while appreciating the value of the project method for certain purposes, warns us "that each distinctive unit of subject matter must be taught by methods peculiarly adapted to it;" and also, "that there must be special provision for thorough learning through practice, drills, summaries and reviews."

* * *

Education Legislation in England and the United States

Dr. T. L. Kandel of the staff of Teachers' College, Columbia University, writes on the "Progress of Education in England." He shows that the Educational Act of 1918, both as regards buildings and teachers, was a concession to the "economy" spirit of the time. The many vigorous protests made against this procedure were not heeded. Since 1920, however, unemployment has become much more acute, and the government itself now, as a measure of relief in the economic situation, has started to resume the building program.

In its circular 1235 to the local educational authorities, the Board of Education offers to "consider or reconsider proposals for carrying out in the immediate future work for the provision, extension and improvement of schools and other buildings for educational purposes, and playgrounds, if the proposals show that the execution of the works will afford relief to local unemployment."

* * *

In an article on "Federal Organization for Education," Dr. Charles Riborg Mann opposes the proposal of the Towner-Sterling bill to set up in the United States a federal department of education with a secretary in the President's Cabinet. He advocates, instead, the formation of a federal commission of education, and most logically and interestingly states the reason for his position.

* * *

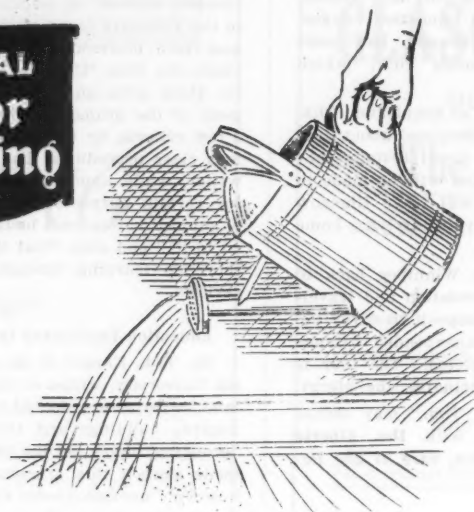
The Function of Sociology

The article, "The Function of Sociology in the Training of Teachers," is an estimate of the contribution which sociology can make to the guidance of education. The writer, Ross L. Finney, distinguishes between two types of society: the 'genetic,' that which "pushed forward by its beginnings,"—that which is "on the trial and error level;" and the 'telic,' that which is "led forward to its ends,"—that which is "on the rational level." The social evolution of our genetic society is slow and wasteful of human values. "If it is ever to become telic, it will be through the agency of education. If there is any inference valuable to the future of mankind to be drawn from the history of education and the analysis of social forces, surely it is that. The school is the steering-gear of democracy. If modern democracy is to be telic, social science will have to sit at the wheel."

* * *

The Classics

Teachers of Latin will be interested in the "Discussions on a One-year Course in Latin," which appear in the *Educational Review*. The February issue deals with the aim, method and content of a one-year course, and attempts to show the relation of a one-year course to the present courses in Latin of two, three, and four years. The second part of the discussion is on the "values in the study of the classics, and why they are sometimes not realized." M.R.C.



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SCHOOL AND SOCIETY

How to Teach

"The Case Method for the Study of Teaching," by W. P. Burris, University of Cincinnati, which appears in *School and Society*, February 4, 1922, is a criticism of the present methods of teacher training. "Too long," says the writer, "have we given courses of lectures for the purpose of showing the futility of the lecture method. It is time to apply to the professional preparation of teachers the inductive procedure which educational theory has long endorsed, and which has been applied with notable success in law and medicine." Mr. Burris explains the "case method" as used in the study of law, and outlines a method by which the same system might be applied to the instruction of teachers in training.

* * *

Educationists in the province who have been making a study of the scientific measurement of the intelligence of school children, will be interested in the article in *School and Society*, February 4, 1922, entitled "the Concept of Inferiority." The writer examines the term "inferiority" as it is used in some educational discussions. He takes the ground that the term does not apply in fact to persons as it does to things. "Does a low I.Q. indicate an inferior person? No! For unless we can establish a strong presumption that the motive of two children is an invariable, we cannot be sure that the resultant I.Q. measures the difference with any high degree of accuracy."

M. R. C.

* * *

The issue of February 25 deals with the "Prevention of Lockstep in Schools." The writer, L. W. Cole, of the University of Colorado, shows by statistics:

(1) That six-year-old children do not form homogeneous groups, the average difference in mental age between the upper and lower limits being more than a year;

(2) That the average difference in mental age between the best and the poorest in primer grades is three years, 7.2 months;

(3) That classes placed on a mental age basis advance more rapidly;

(4) That the "lockstep" begins the first day of school, but could be eliminated by the substitution of the mental age basis.

H.C.N.

* * *

SCHOOL REVIEW

Selection in Education

An interesting and well-documented article in the *School Review* for February, by George S. Counts, of Yale, discusses the "Selective Principle in American Secondary Education." The writer shows that those social classes which are most largely represented in the first year of the high school course have a tendency to persist. During the second and third years the grades become more and more homogeneous, assuming in grade XII a distinctly upper-class character. Here those coming from the ranks of the laboring classes are few, the persistent class being that of professional men and proprietors. What does this fact mean: economic hindrance or lack of intelligence?

* * *

J. A. Clement, of the Northwestern University, discusses "Junior High Schools." He notices the wide range in types of organization, and commends the increasingly wide use of "intelligence tests." The general opinion regarding "supervised study," he finds chaotic, but he points out that only a very few schools have more than five teaching periods per day. After some general considerations in regard to teachers' salaries and qualifications, and housing problems, he concludes that there must be more "job-analysis," more "correlation of functional relationship between school learning processes and extra-curricular experiences and processes."

An article on the "Psychology of the High School" makes a strong plea for student government and organized programs.

* * *

John A. Lester shows "How Simplified Spelling Might Simplify" if, instead of attempting to apply all of the numerous rules drawn up by the Simplified Spelling Board, teachers would adopt numbers 3 and 16 only, i.e., the substitution of *-cede* for *ceed*, and of *ie* for *ei*.

H. C. N. W. B.

* * *

LONDON JOURNAL OF EDUCATION

The British Treasury has announced its intention of reducing the annual grant to the Universities from £1,500,000 to £1,200,000, a decrease of 20%.—*Journal of Education*.

In the January number of the *Journal of Education*, reference is made to some types of institutions for Higher Education for Adults in France, Austria and Germany.

Two "Universités Paysannes" have been operating in France, offering to young peasants ten one-day courses spread over the months from October to July. For example, in one year "Ancient Civilization" was the subject, the courses being "Egypt," "Assyria," etc. Some five or six intensive lectures, some illustrated with lantern slides, are given in the day, and the pupils stimulated to read, reflect upon and discuss the subject until the next course a month later.

The "Volkheim" in Ottakring, a congested workers' district in Vienna, offers to workers courses in poetry, commercial geography, political economy, social politics, psychology, common law, languages, stenography, drawing, designing, mathematics and singing. In 1919 the attendance was 10,496 in 272 classes.

While Germany has long possessed "Hochschulen" on the Danish model, a new departure has been made in the "Academy of Labor" at Frankfurt a.M. A nine-months' course is offered; the students are selected and maintained by the Labor Unions, the teachers paid by the State, while the University supplies lecture rooms. The aim of this institution is to provide for those who are workers and intend to remain workers, a period of mental growth, that the worker may return to apply to his work in shop or factory a more fully developed mind. The subjects of study are "Society" and "The Individual," combined toward the end of the course in "History." With a liberal allotment of time for free discussion and debate, and "free-study circles," an effort is being made to provide a "worker's education" that will not be a mere imitation of a professional university course.

* * *

The Danish High Schools, to which reference is made above, are residential schools in the country, for which a small charge is made, most of the expense being borne by the State. They provide courses in reading, music, agriculture and dairying, household economics, manual training, dancing, current events, history and religion. The course lasts nine months and in each subject the aim is not to prepare for any examination but to enrich the lives of those who cannot secure higher education, and to stimulate reading, independent thought and powers of expression, and to conserve in the young farmers and their future wives the spirit of youth.

Cannot the Agricultural Schools of Alberta lay just claim to rank with these outstanding institutions of other lands?

—H. B.

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M.J.G.

AN EDUCATIONIST PREMIER

Professor L. P. Jacks, editor of the *Hibbert Journal*, and Principal of Manchester College, Oxford, speaking at the tenth annual Conference of Educational Associations, made an excellent point of the suggestion which occurs in Plato's "*Laws*" and is over 2,300 years old, to the effect that the Prime Minister of a State should be the education minister, and that his duties ought to be held in such high regard that he should be absolutely forbidden to undertake any other task. The other departments of State should submit their proposals to him, and he would then proceed to consider the schemes of the War Office, the Admiralty, and the rest in the light of their effects on education.

* * *

A NEW PUBLIC SCHOOL

"Stowe House, once the lordly home of the Dukes of Buckingham and Chandos, has been suggested as suitable for conversion into a new public school. The headmaster of Marlborough has aroused great interest by his speech on the urgent need of supplementing the crowded public schools by a new foundation. . . . Given adequate foundation, one would think that Stowe House would do splendidly for a great school. It has magnificent rooms for class purposes, ample boarding accommodation, and a chapel which is full of Orlando Gibbons carving. There are very extensive grounds in healthy country. It would be an education in itself to study the numerous classical temples, porticos, and fountains, scattered about among the beautiful woods."

—*The Manchester Guardian Weekly.*

* * *

A GOOD SCHOOL

"A good school," says Mr. E. J. Sainsbury, B.A., Headmaster of Chelsea Central School, England, "has to develop character and punctuality; regularity and industry have to be produced by inculcating good habits. A school which concerns itself merely with teaching the three 'R's' and one or two other recognized subjects is not worthy of the name of school. With regard to the pursuit of a livelihood, I think that the ideal in school work is somewhere between teaching how to live and how to get a living."

* * *

EDUCATION POLICY AND THE TEACHERS

"One has sympathy with the contention of the teachers that they should have some voice in determining educational policies. Their intimate day by day association, their practical experience of the teaching of children, should make their opinions of value in the making of laws and curriculums. Further, they are entitled to a definite voice as to the conditions under which they labor. It may be that Education Authorities are too autocratic and dictatorial."—*The Glasgow Citizen.*

* * *

MODERN METHODS

The Dominie, in the *Teachers' World*, says:—"My reading of books and hearing of discourses on the 'Dalton plan,' the 'Montessori system,' and such devices for ensuring individual work in schools have made me turn to the records of former days. I find that the essential features of these modern methods were common enough in the time of our grandfathers, with the difference that the task was perhaps more strictly prescribed. The boys and girls were not expected to hear so many class lessons, but were given books and told to learn certain portions, or were given exercises to

be worked. The teacher spent the greater part of the time in giving help to individuals, and did not do so much class teaching as is now customary. In other words, less was done for the pupil than now, and perhaps that is one reason why our grandfathers contrived to retain so great a proportion of what they had learned in school. Admittedly, they were handicapped by the somewhat inadequate text-books and by a narrow curriculum, but they certainly had to carry out their 'projects' or give good reasons for neglecting them."

* * *

THE SCHOOL CURRICULUM

At the annual meeting of the Association of Directors and Secretaries for Education, the President, Mr. Percival Sharp, B. Sc., Director of Education for Sheffield, referring to the charge that the product of our schools is not satisfactory, said it was necessary to have clear ideas of what we meant by education. "The banker wants one thing; the engineer wants another thing; every employer of labor has his own view as to the special preparation which he requires of the boys coming into his industry. But it is not the function of the schools to cast children into the mould of any trade or business. The function of the school is to instruct the children soundly, and to train them well, in preparation for the life that awaits them.

Now, do we instruct the children soundly? The tendency has been and is to stretch the tissue of the curriculum of the elementary school so as to cover almost every phase of human interest—science, art, music, literature, mathematics, physical training, and so on. Within my experience, the effect has undoubtedly been to expand the area of interest, but to diminish sadly the standard of attainment of the children.

I would urge that work that is not soundly done is not worth doing. If ever we needed the development of habits of thoroughness and of well-doing in our undertakings, that time is now.

I am satisfied that there is room for improvement in this respect, and it is the duty of everyone concerned to see that the work of the schools is at all points such as to develop the spirit of self-reliance and thoroughness."

THE REAL REMEDY

In a recent number of "*Discovery*," appears an able editorial on British mentality and psychology, which deserves to be widely read.

The writer deplores the mass of disbelief in the mind of the British public as a whole, "in the value of knowledge and of the things of the mind," and at the same time condemns the exclusiveness of the "intellectual workers."

"The fault is on both sides, or, rather, it is a fault resulting from the peculiar social conditions of our times. We shall not overcome it merely by education. An urge to a greater collective seriousness and care of thought must be started. The gulf of indifference must be bridged on both sides. On the one hand the intellectual workers will have to ford right out into the currents of daily life. They need to show that the work of both natural and applied science is the backbone of nearly every commercial undertaking and every convenience of modern civilized life; that natural science, even when it has no immediate or apparent practical value, as, for instance, in Astronomy or Anthropology, opens up vistas of knowledge about ourselves and the universe in which we dwell, and makes us more sentient, more god-like beings. And our creative artists

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and scholars must continually be emphasizing the fact that literature, art, and music are not composed just to worry school boys, to fill up the shelves of libraries, and to provide serious entertainment in the concert hall or picture gallery, but that they are forged from the very experiences and emotions of life, and react with incalculable effect on international, national, and individual destinies."

* * *

"And the public itself must meet the intellectual workers half way and extend their sympathies. Politicians and business men can give them far more material support than they have hitherto done; our 'leisured' and so-called 'educated' classes must abandon their phlegmatic, half-contemptuous attitude to 'learning'; the manual worker must be willing to realize that mental work is in its own way just as arduous and productive of results as his own work, and that the mental worker is a friend, not a foe."

* * *

"In conclusion, we emphasize the immediate need of spreading knowledge and culture, and a desire for this throughout this country and this Empire. Behind all voluntary action, individual or concerted, lies thought; so much uninstructed thinking on every problem, social, political, scientific, is apparent nowadays, that the need for true knowledge and for the habit of seeking it humbly and patiently is imperative; without true knowledge there is wrong thought; with wrong thought there will be wrong action, and in national and international affairs, which are steadily becoming more complicated, disaster and chaos will most certainly ensue. True knowledge makes us understand ourselves and others; it will lend us sympathy and give durability and foresight to our individual, our social, and our political life."

—M.H.

Editor's Notes

In a recent letter to the editor, Mr. E. K. Marshall, M.A., President of the Manitoba Teachers' Federation, editor of the *M. T. F. Bulletin*, and Principal of the Portage la Prairie Collegiate Institute, has the following to say regarding the situation at Brandon:

"We are in the midst of another school dispute. Our secretary will have notified you by this time that the teachers of Brandon are likely to be 'let out.' In fact, they are notified now, verbally, that their contracts are cancelled, and that on April 30th they cease teaching. The alternative was a 25% 'cut,' and this we would not accept. This took place on Saturday last. We shall keep you posted as to what takes place. It is only a year ago since we had a dispute with the same Board, and had the Committee of Reference deal with the matter."

* * *

According to a statement recently tabled in the Alberta Legislature in answer to a question by Mr. White, member for Calgary, there were 932 permits issued to teachers in 1918; 618 permits in 1919; 703 permits in 1920, and 745 in 1921. This means that 14% of our Alberta teachers are permittees. The unpleasant inference, then, is that many school boards are attempting to lower the minimum by employing permit-holders at a salary under the minimum; and apparently, they are "getting away with it." When such large numbers of "permits" are issued every year why do Departmental officials inform the public with religious regularity each year,

that the teacher shortage will be made up "this year"?

* * *

It is said that an important article on teachers' organizations will appear in an early issue of the *Labor Gazette*. Any person can obtain this publication for twenty cents a year upon application to the Circulation Manager, Department of Labor, Ottawa.

* * *

SUGGESTED AMENDMENTS TO SCHOOL ACT OF BRITISH COLUMBIA

"The following suggested amendments to the School Act were officially brought before the Education Department during the last session of the Provincial Legislature, but as the School Act was not opened for amendment, it was impossible for the matter to receive consideration. This unfortunate circumstance has caused great disappointment to the members of the Federation, who have worked hard and given much thought to the suggestions outlined. However, we are glad to state that the principles contained in the suggestions were approved by the Department, and as they were also officially endorsed by the representatives of the B.C. Teachers' Association, there is every reason to believe that the amendments will be accepted at the next session of the Legislature. In the meantime we would ask all teachers to bring the subject of these amendments before their local representative in the Provincial Parliament.

BOARD OF REFERENCE

1. There shall be constituted a Board, to be known as 'The Board of Reference'; said Board shall consist of three members to be appointed by the Lieutenant-Governor-in-Council, one representing the School Teachers of the Province, one representing the School Trustees of the Province, and the Chairman of the Board, who shall be neither Trustee nor Teacher.

2. The said Board shall have power:

(a) To cause inquiry to be made into, and to investigate all cases where it is made to appear to the Board upon complaint of any person or organization that a disagreement between teachers and trustees has arisen, or wherever the Board has reason to believe that such a disagreement is likely to arise; and to make such report thereon as is just and reasonable, having regard to all the parties involved in such dispute, and the special circumstances existing or likely to come into existence in the matter affected.

(b) To act as a Board of Arbitration at the request of either party to any dispute between any Board of School Trustees and their teacher or teachers, and when so acting such Board shall exercise all the powers regarding the attendance of witnesses and the production of documents as are vested in the Supreme Court of British Columbia in Civil cases.

(c) To deal with such other matters as may be referred to it from time to time by the Lieutenant-Governor-in-Council.

3. The costs and expenses of the Board in acting as aforesaid shall be paid equally by the parties affected, or in such manner as the said Board may direct.

4. The decision or finding of the said Board shall be binding upon the parties affected thereby.

5. The members of the said Board shall serve without remuneration, except at such time or times as the said Board shall be called upon to act under the powers aforesaid, when their remuneration shall be fixed by the Lieutenant-Governor-in-Council.

(Note.—Clauses 1 and 2 (a) (b) (c) are all copied exactly from the School Act providing for a Board of Reference in

the Province of Manitoba. There has been such a Board in that Province for the last two years. The other clauses have been modified so that there would be no expense to be met by the Government in the establishment of such a Board.)"

—The B. C. Teacher.

* * *

According to their Bulletin No. 1, January, 1922, the Ontario Secondary School Teachers' Federation has voted the 50 cents capitation tax to the C. T. F. Manitoba has done likewise. Where do the other provinces stand?

* * *

The Saskatchewan Trustees' Association at their annual convention, held recently in Regina, came out strongly in favor of keeping up teachers' salaries. Their president was emphatic in declaring that the teaching profession must be raised to the same level as that of other professions. A press despatch reports:

"The question of teachers' salaries came to the fore during the day. J. F. Bryant, in his annual presidential address, advocated the maintenance of salaries on a substantial basis for permanent and efficient teachers. In view of the fact that the executive received a number of resolutions calling for reductions in teachers' salaries, J. R. Brownlee, secretary of the Teachers' Alliance, was present at the afternoon session to give the convention the teachers' views on the question. He warned the convention against any reduction of pay for permanent teachers, but declared they were being sacrificed for the sake of permit teachers who had been 'robbing the public.'"

* * *

What's wrong with our Alberta trustees? Last year they were opposed to the \$1200 minimum—which is also the minimum in Saskatchewan—and this year their opposition took the form of a resolution against it: Back to the \$840 minimum for them! An attitude at once narrow-minded, parochial, picayune, and out-of-date. The editor of the *Calgary Albertan* remarks:

"The chairman of the Saskatchewan trustees' convention, now in session in Regina, emphasized the need of improving the standard in the teaching profession, which could be done only by fair remuneration for the teachers. That is good advice. A meeting held in such an atmosphere is in marked contrast to that held in Calgary last year, which did more harm to the cause of education than anything up to the present time."

* * *

The Trustees' Associations of the Western Provinces and of Ontario are proceeding to organize a Canada-wide School Trustees' Association, to co-ordinate the work of the various provincial trustees' associations, and to improve education throughout the Dominion.

The trustees have evidently taken a leaf out of the teachers' book. However, this is all to the good, in so far as the cause of education is served. But if this Dominion organization should adopt the anti-teacher bias of the Alberta trustees, a strong antidote will have to be provided by the C. T. F.

* * *

The delegates representing the trustees of the high schools and collegiate institutes of Saskatchewan are asking their Department of Education to put forth a special effort to make up the shortage of teachers by working closely with the University of

Saskatchewan. This means that there are not sufficient high school teachers in Saskatchewan. But what has the University to do with this shortage? Are there to be high school "permits" in addition to the numerous breed of the public school species? Why not pay high school teachers a professional man's salary and cease this boot-strap lifting?

* * *

The Calgary Teachers' Alliance are to be congratulated on their success in obtaining representation on the Calgary School Board. An *Albertan* report states:

"The Calgary Teachers' Alliance will have representation on the school board in an advisory capacity if the recommendation of the committee is accepted by the board. T. B. Riley, F. S. Selwood and Clifford Jones recently held a conference with F. D. B. Johnson, Frank Speakman and Miss F. L. Brecken of the Alliance, and after a somewhat heated discussion it was finally decided to recommend to the committee that it recommend to the board that the Alliance be represented by two members who will sit in an advisory capacity and will take part in discussion when called on to do so, but will not initiate discussion or debate controversial subjects."

Editorial

THE EASTER ANNUAL

The April issue of the *A. T. A. Magazine* will be a special number, about four times the size of our regular numbers, with a newly designed cover. It will contain several leading articles specially contributed by teachers and educationists in other provinces of the Dominion, and also some valuable contributions from the foremost educators of Alberta.

The Provincial Convention at Eastertide is, as you know, the "big event" of the teaching year. But many of our 5000 Alberta teachers will not be able to attend this convention; and our idea is, therefore, to dispense by mail something of the enthusiasm and spirit, of the fellowship of the craft, of the enlightenment respecting present-day educational movements, problems and policies which one carries away from the Convention.

The Annual will be ready for distribution at the Easter Convention. Subscribers to the *A. T. A. Magazine* will each receive a copy in lieu of the April number of the magazine. New subscribers will receive for \$1.50 a copy of the Annual and the magazine for one year. For non-subscribers, or those desiring extra copies, the price of the Annual will be 50 cents the copy.

No Alberta teacher should miss this number. Send in your order immediately for the number of copies you require.

MUNICIPAL SCHOOL BOARDS

That there is, throughout the Western Provinces, wide-spread dissatisfaction with our present system of school administration with its local, one-district boards of trustees, is a fact that becomes more clearly evident each year, as one hears the question of "municipal school boards" discussed.

The strongest advocate of this change in our Alberta school system is the powerful U.F.A. organization. This year, also the Union of Alberta Municipalities, assembled in convention at Calgary, discussed the question from a very favorable point of view. While, of course, the Municipalities' Union was more particularly interested in that phase of the question which looks in the direction of placing our city school boards under the control of the city councils, the broader aspects of the question received a certain share of attention. The Alberta Trustees' Convention at Edmonton also dealt with the broader question, as did likewise, more recently still, the Convention of Manitoba Trustees in Winnipeg.

There are two aspects of the question: Shall school boards be made directly responsible to the municipalities? and, Shall all the schools in a municipality be administered by a single municipal board of trustees? These are really two separate and distinct questions having little or no connection with each other; yet they are confused in the public mind, many opposing the idea *in toto* who are really opposed only to one or the other.

Those who favor the making of boards of school trustees into what may be called education committees of the municipal councils, merely, cite as authority and precedent the practice in the Old Land, where the "education authorities" have no direct control of the finances, but submit their annual budgets for the approval or rejection of the councils, who, alone, have their hands on the purse strings. But it is by no means obvious that this arrangement would improve the administration of our town and city school systems. The school boards in our larger centres consist, as a rule, of men and women who have, or at any rate simulate, a real interest in education. The personnel of these boards changes more slowly than that of municipal councils, and their members are less responsive to the call of special "interests." Indeed, the success of the English scheme hinges on the fact that the "education authorities" are to a large extent given a free hand by the councils.

However, one might vigorously oppose such a scheme in Alberta and yet be quite friendly towards the idea of placing the management of all the schools in a municipality under a single board of school trustees. Such a board need in no sense be under the control of the municipal council: that is another question entirely, and of minor importance. The larger question is, whether the time has not come when our 3000 or more local school boards with their 10,000 or more trustees should be replaced by a much smaller number of boards—perhaps a tenth as many—organized on a municipal basis, each having a very much wider area of jurisdiction in both taxation and school management.

Many of our small rural school districts are this year in the most difficult financial straits, and are repeatedly calling on the government for aid. Such conditions prove that the unit taxation area is too

small. Education is not a merely local concern: it is a state good, a state function, and a state burden. There is, accordingly, no more force in the objection of wealthy communities to sharing the burdens of others, less fortunate, than there was cogency in the old arguments of wealthy "bachelors" against paying taxes to support schools. The question is largely one of expediency.

But there is the further question of efficiency. Out of 10,000 or more school trustees, the most of them frontiersmen, and many of them foreign-born immigrants, one could hardly expect to find many who have the education or training, the time, or the ability to manage efficiently the affairs of a school district. Indeed, one actually finds that in many country districts the school board, though nominally of three members, is in practice the secretary-treasurer, or some one of the trustees; and these "one-man" boards are most difficult from the standpoint of the teacher.

Your bucolic princeling, by the way, is shrewd, and has ideas—usually the wrong ones. He has a decided *penchant* for law and litigation, and a remarkable *flair* for the crooks and crannies of the School Ordinance. Having been re-appointed or re-elected, as the case may be, for many years in succession, he resents every questioning of his authority by the teacher or anyone else. Even the school inspector must approach him with deference, for he is the anointed of the people, the supreme representative of the local taxpayer.

But to return to the question of efficiency: It is safe to say that three-fourths of an inspector's work in these rural districts consists in superintending the management of the affairs of the district rather than in supervising the work of the school. In extreme cases the Department installs an official trustee, usually the inspector, who thereby becomes the business agent of the district. The inspectors find that in some districts the boards deliberately "sabotage": they have no desire to keep the schools running, and neglect to engage a teacher or to provide supplies and equipment. The Department of Education is thus saddled with the burden of keeping these schools running, where, under municipal administration, this burden would fall on a municipality both able and willing to carry it.

The trustees, however, seem to oppose the principle of municipal school boards.

A recent press report of the Manitoba School Trustees' Convention states that the plan of the government to introduce the principle in Manitoba was rejected by "an almost unanimous vote," although sponsors of a resolution in favor of the principle showed "that municipalities would benefit financially and in efficiency of administration, while school attendance would be increased, and the status of the teacher raised." The same fate awaited a similar resolution brought before the convention of Alberta Trustees last month at Edmonton. Although Mr. R. H. MacDonald, of Trochu, gave a clear analysis and closely-reasoned treatment of the subject, his paper was received with but scant attention. Why should the U.F.A. support the principle and the Alberta Trustees oppose it? The former organization is, if anything, more representative than the latter. One can only surmise that we have in this posture of affairs an illustration of a very simple but fundamental psychological principle, which may be phrased about as follows: No man willingly votes himself out of a job. Especially is this true if the

job in any way connotes power. The "will to power" is with us at every turn. We may rationalize this tendency by finding many excellent reasons for doing precisely the thing we want to do, but the fact remains that this power complex always bobs up whenever a change is contemplated, of the kind which would be involved in "scrapping" our rural school boards.

Corporal Punishment

H. C. Newland, B.A., LL.B.

There is no section of the School Ordinance dealing with the subject of corporal punishment. Section 158, which prescribes the duties of a teacher, states in clause 2 that "it shall be the duty of every teacher to maintain proper order and discipline and to conduct and manage the school according to the regulations of the Department." Clause 14 of the same section imposes a further duty "to suspend from school any pupil for violent opposition to authority and to report forthwith in writing the facts of such suspension to the board, which may take such action with regard thereto as it may deem necessary." But neither of these clauses acts as a bar to the use of corporal punishment: in fact, clause 2 above might reasonably be interpreted as enjoining the use of corporal punishment, when necessary to maintain discipline.

In the absence, therefore, of express provisions of the School Ordinance to the contrary, the common law rule in regard to the employment of force in the exercise of duty must be deemed to hold. This rule is enacted in section 63 of the Canadian Criminal Code, as follows:

"It is lawful for every parent, or person in the place of a parent, schoolmaster or master, to use force by way of correction towards any child, pupil or apprentice under his care, provided that such force is reasonable under the circumstances."

Section 66 of the Code further enacts:

"Everyone authorized by law to use force is criminally responsible for any excess, and according to the nature and quality of the act which constitutes the excess."

Both at common law and under these sections it has been held in reported cases:—

(1.) That the character and amount of the punishment that can be recognized as reasonable and lawful will vary with the age and the sex and the apparent physical condition of the child.

(2.) That the chastisement must be moderate and administered with a reasonable instrument. It must not be of a nature which would endanger life, limb or health, or would cause any permanent injury.

(3.) That unreasonably severe chastisement is criminally punishable as an assault, although there may have been no permanent injury.

(4.) That chastisement inflicted through malice does not fall under the protection of section 63 of the Code, which applies to force by way of correction, or discipline, only. Chastisement of a pupil from motives of caprice, anger or bad temper is clearly unlawful.

(5.) That the effect of chastisement on the discipline of the school has an important bearing on the question of reasonableness or excess. This is the point of Judge Gauld's decision referred to below.

Teachers must remember, therefore, that unlawful chastisement is both a civil wrong remediable in damages, and a crime punishable as a misdemeanor. As these cases usually come before a justice of the peace or police magistrate in

the first instance, there may be a wide range of opinion as to what is excessive or unreasonable under the circumstances. For example: In Hamilton, Ontario, recently, Magistrate Jelfs fined a woman teacher for strapping a boy. The Hamilton Teachers' Council, supported by their Board of Education and sharing the costs equally with the Board, appealed the case before Judge Gauld. In reversing the previous judgment the judge gave a carefully written decision, which forms a most important precedent, and is a protection to all Ontario teachers. A copy of this judgment will be procured and published in a later issue.

There is another phase of this question which deserves passing notice: Have school boards the legal right to lay down regulations in regard to the method of chastisement to be employed by their teachers?

Now, clause 19 of section 95 (dealing with the duties of boards of trustees) enjoins boards "to see that the school is conducted according to the provisions of the Ordinance and the regulations of the Department." Clause 21 of the same section gives boards the power "to make regulations for the management of the school subject to the provisions of this ordinance and to communicate them in writing to the teacher." Suppose, now, that a board makes a regulation forbidding a teacher to employ corporal punishment as a means to discipline: what is the effect? The answer would seem to be that, since the duty of maintaining discipline is categorically laid upon the teacher by section 158, clause 2, the board cannot by such regulations make unlawful any act of the teacher in the exercise of his duty, which, but for such regulations, would be lawful. The teacher is charged by law with the duty of maintaining discipline, and, since the common law has recognized corporal punishment as a necessary and proper means to that end, the teacher has an implied legal right to make use of any reasonable form of it. If, in such a case, a teacher refuses to obey the order of the board, he cannot be dismissed under section 95, clause 18, for "neglect or refusal to obey any lawful order of the board." Of course, the board might terminate the contract by giving thirty days' notice, but this would not prove that the teacher was acting without authority. In other words, where a school board regulation calls for the use of a rubber strap, and a teacher uses some other instrument, and applies it otherwise than on the palms of the pupil's hands, such teacher is quite within the law, subject to the qualifications laid down at the beginning of this article.

The following regulations have been laid down by some of our town and city boards:

(1.) The punishment must be such as would be administered by a kind, firm and judicious parent in disciplining the members of his own family.

(2.) The teacher must avoid carefully all display of temper.

(3.) The teacher must abstain from ridicule, or from all contemptuous references to the pupil's person or family.

(4.) No mode of punishment must be used which is calculated to injure the pupil's self-respect.

(5.) In extreme cases the teacher may inflict corporal punishment by the use of a regulation rubber strap on the palms of the pupil's hands.

In view of the foregoing remarks, the first three of these regulations seem perfectly sound from a legal point of view. As to the last two, particularly the last there is, it is submitted, room for doubt, both as to interpretation and as to legal validity.

Obviously, since the principal of a school is, by section 160 of the Ordinance, charged with "the organization and general discipline of the whole school," an assistant's duty and responsibility is to that extent lessened. The assistant should, therefore, always protect himself by obtaining the principal's consent before administering corporal punishment.

—H. C. N.

False Patriotism--A Problem for Education

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Patriotism we all more or less know the meaning of; it is an attitude on the part of the individual; an attitude of devotion to certain institutions, customs, traditions associated with his own country—an attitude which is the outcome of a great variety of influences and causes, some of them definitely educational, others psychological. We need not spend any time on any attempt to give a definition of patriotism, for our discussion of false patriotism will, I think, incidentally indicate the nature of the genuine article. Tonight, I propose to lay down the following positions:

(1) That the need is urgent among civilized nations at the present moment of fostering a new kind of patriotism, so radically different from the traditional kind as to resemble it merely in name. I hope to indicate the precise nature of the spirit I mean and to show that, far from being a visionary conception, it is a matter of urgent practical politics to realize it.

(2) That one fundamental force at work in the past in creating the spirit of false patriotism has been the educational force, a force not necessarily haphazard and unconscious, but often applied in a conscious and deliberate way.

(3) That just as the problem itself has been created for us by education, so its solution, its only permanent solution, is to be sought in the same direction.

(4) That under the conditions of our civilization, certain ideas and attitudes on the part of the individual are sheer anachronisms. Whatever good purpose they may have served in the past (and we need not deny that they had their uses) can be now achieved by other means.

(5) That there are in the human mind certain permanent impulses, tendencies or interests which are in themselves neither good nor bad, but which very readily lend themselves to exploitation, mis-direction or abuse.

(6) That a real, positive result of the kind I am thinking about can only be achieved by a much greater extension and greater co-ordination of educational influence; that, in a word, definite, formal education should not be a mere incident of the individual's childhood but should cover a much greater portion of his life.

Let me introduce my subject by a quotation. In a striking article, entitled "Pooled Self-Esteem, the Disease of Nations," in the *Atlantic Monthly* for December, Mr. A. Clutton-Brock makes the following statements: "Most Englishmen, and no doubt most Americans, would sooner die than boast of their own goods. Yet, if someone says, some Englishman in an English newspaper, that the English are a handsome race, unlike the Germans, who are plain, an Englishman, reading it, will say to himself, 'that is true' and will be gratified by his conviction that it is true. And again: 'So, if we read the accounts of our great feats of arms in the past, we ourselves feel braver and more victorious. We teach children in our schools about these feats, and that they are characteristic of Englishmen or Americans or Portuguese, as the case may be; and we never warn them, because we never warn ourselves, that there is egotism in their pride and in their belief that such braveries are peculiarly characteristic of their own country. Yet every country feels the same pride and delight in its own peculiar virtues and its own pre-eminence; and it is not possible that every country should be superior to all others. Further, we see the absurdity of the claims of any other country clearly enough and the vulgarity of its boasting."

Now these quotations give some indication of what I have in view when I talk of False Patriotism. It is worth noting

that this kind of attitude is on the one hand a barbarous relic. It is essentially the spirit of the primitive tribe or clan. It has all the possibilities for mischief of the latter without any of the commendable features. It essentially takes the form of a vogue, quasi-general sense of superiority to members of any other nation. It is further unreasoning, unreflective; the individual would be sore put to it to account for it. For that very reason, it is all the more self-assertive, intolerant and difficult to deal with. That, of course, is always the case with the beliefs a man holds either without reason or in the face of rhyme and reason. It is rather curious that love of country should so frequently mean an attitude of this kind. Let me say at once that there is a kind of love of country which is inevitable, which will always be with us, which is also largely unreasoning and unreflective, but which is on the whole thoroughly healthy. This takes the form of a strong and natural attachment to the customs, institutions, manners, peculiarities of thought and speech, nay even, natural scenery with which we have grown up. It is simply the operation, on a large scale, of the familiar psychological fact of habit. The particular kind of social environment in which we have grown up becomes a real part of ourselves. When we say that we love it, we mean something perfectly definite and perfectly healthy. We mean that we are mentally at home in it, can fit ourselves to it and express ourselves through it. In this sense we shall always have patriotism, a patriotism which will variously attach itself to our school, our college, our town, our province or our country. No effort is called for to cultivate this; or rather, the only thing that can be done to deepen it is to make the objects of it as worthy as possible.

Unluckily, however, patriotism in our minds is not chiefly associated with that attitude. It is rather associated with the attitude of "my country, right or wrong"; an attitude of ignorant aggressiveness which can only see in different laws or institutions or customs legitimate objects for its derision. The dangers involved in this kind of patriotism are probably not fully realized. In an isolated individual here and there it would be merely amusing. But it is a well-known fact that any feeling, belief or prejudice of this kind is strengthened just in proportion as it is shared. This particular species of feeling is widespread enough to give it really sinister possibilities. It is no exaggeration to say that it has made war in the past easier to bring about than it should have been. It is safe prophecy that it can create war in the future. It is even safer prophecy that a war on a large scale, even in a comparatively near future, might easily, in view of the possible developments in science, finally submerge our western civilization. One need therefore make no apology for emphasizing the importance of the problem and looking for some hope of solution. To a certain extent, of course, the whole attitude is based on ignorance and a very naive kind of ignorance. The British Tommy, when he first visited France, was very much surprised to find women in France who worked hard, dressed in a slovenly way, were old and were not pretty—in a word, were not materially different from the women he had been accustomed to. He had, of course, expected to find that they were all young, pretty and chic, and spent their time dancing and smoking cigarettes.

But our question concerns the business of education in this matter. I shall treat together my second and third points; namely, that education has been partly responsible for the attitude and that with education rests the hope of the remedy.

To produce a change of mental outlook in a nation by means of education is admittedly a slow process; but it is

just as certainly a sure one. It seems to me that the principal weapon in the hands of the teacher in this connection is the subject of History as a school study. I am inclined to think that a great deal of the narrow and unreasoning spirit I have spoken of has been in the past the outcome of our history text books. I think so for several reasons. In the first place, the tendency has been to identify the history of a country with its political history; in its political history to emphasize especially its foreign relations; and thus, finally, to reduce the history of a country to a recital of the wars it has waged and the battles it has won—it usually wins them in its own histories,—to the story of how it has struggled for its existence amid a host of invariably treacherous, piratical and contemptible enemies. In the second place, it is inevitable that history of this kind should be one-sided. The tendency of an individual to be partial to himself in writing the story of a quarrel is well known. So also a nation. This egocentric history is in part something deliberately aimed at; it is mainly however, an unconscious distortion, inevitable where history merely recounts the political relations of a nation with its neighbors. When one reflects that all the schools of all the nations have been for generations more or less consciously engaged in this task of indirect self-glorification, usually at the expense of their neighbors, the result need not surprise us; especially if it be at all true that the earliest impressions are the most difficult to eradicate.

Our history text-books should be re-written so that the emphasis falls in a different place. More and more should history be thought of in terms of the inner growth of the nation, in terms of the development in the social and economic conditions of the people. How ordinary people lived in the middle ages could become, in the hands of a well-equipped teacher, a vastly more interesting topic even to children than the religious and dynastic wars of the period. The kind of life that the ordinary Anglo-Saxon lived under Feudalism is just as interesting as the Wars of the Roses and without a doubt more humanly important. To see how laws, customs, habits and manners have changed, how institutions have arisen, served their day and purpose and decayed, how the wit of man has battled with nature to make life fuller and happier, not forgetting to lay prominent emphasis on what nations owe to one another in the way of invention and discovery,—what more broadening study than this? What more educative in the true sense of the term?

It might be objected at this point that children at the school age are not in a position to interest themselves in this aspect of history: then they cannot even understand, much less appreciate the problems. I shall deal presently with a certain element of truth in this objection, and I hope to show how our provisions for education must be extended to meet it. In the meantime I need only say that in the main the objection is not sound: there is no question of teaching the abstract principles of Economics and Sociology; but rather a question of laying the only sure foundations for an understanding of these principles later; that is to say, a training in the ability to visualize the social conditions of past ages—a mental exercise which children can not only perform but can find pleasure in performing.

Again, it must be pointed out that some countries seem to be in a peculiarly favorable position for providing history of the really inspirational kind, of the kind that creates the real patriotism, in the sense that it puts the premium on those higher qualities of character, which are the real guarantee of national greatness. It seems to me that Canada has a real advantage in this. There is not the same temptation here to make history merely the story of purely political development—and of international relations. Who would not admit at once that the real history for the Canadian boy or girl is the story of Canada's own transformation, by dint of human energy and

endurance, from a wilderness of forest and prairie, of lake and river, to a land of prosperity and hope, aligned economically and socially in the van of civilized nations? The epic story of these "Knights Errant of the Wilderness," as they have well been called, of Hudson, Radisson, La Verendrye and his sons, of Hearne and Mackenzie, and many others, are surely ideals of prodigious valour, endurance and self-sacrifice in devotion to duty, compared with which the blinder, more herdlike bravery of soldiers in the field sinks to a lower plane. So also the story of the earlier settlers and their bitter fight against untoward conditions. Further (and this is the important thing from our present point of view) the antagonist in these struggles is not as a rule the fellow man, but nature herself, the abiding enemy represented by climate, geographical conditions, disease and so on. And the measure of victory secured is a real and permanent contribution to human progress and happiness.

This is the kind of courage which we must more and more get the rising generation to idealize; this is the kind of devotion and self-sacrifice which can clearly never be wasted. The pugnacity or fighting instinct is recognized to be a permanent part of the human being's original equipment. As such, Education must find for it some means of expression and satisfaction. Psychologically, it matters little what form this satisfaction may take; morally, however, it is probably a matter of life and death for our civilization what form of satisfaction we find for it. Now, the ultimate, permanent, and true object of man's fighting instinct is not his fellow man; it is the relentless but not unconquerable forces of nature. More and more the qualities of mind and heart called for in this battle are the qualities needed. Personal courage and prowess in the other sense, in the sense of courage in war, for example, is coming more and more to be an anachronism, dating back to primitive conditions when man's principal enemy was really his neighbor. Even war itself, coming more and more to be a practical application of science and a feat of organization, is discounting those many qualities.

In my fifth point, I laid down that there are in the human mind certain permanent impulses and tendencies which are neither good nor bad in themselves, but which very readily lend themselves to misdirection and abuse. Pugnacity is one of these and I have dealt with that. It is sometimes said that the gregarious instinct must always tend to create a spirit of the kind we have criticized. This is to misunderstand what the gregarious instinct is. In fact, it turns out in itself to be a particularly harmless kind of possession. It is merely the instinct which renders association with our kind, in the sense really of the physical proximity of our kind, pleasurable to us; the impulse that finds a certain satisfaction in the crowded streets of a city or in the crowds of a football field. Obviously such an impulse is compatible with any line of human development whatsoever. Imitation and suggestibility are other powerful native propensities, whose driving force can be enlisted in the service of any cause, good or bad; it is education in a wide sense that determines what that direction will be.

I come now to my last point, that the real contribution of education cannot be fully realized without an extension of the period during which the individual is subjected to its influence. As things are, formal and definite education terminates at about the age of fourteen, that is, with the onset of adolescence. This has always appeared to me to be the real reason why school education has so often been pronounced disappointing in its results, that is, in its mental and moral results. There are good reasons why this should be so. In the first place, adolescence is the great learning period of life as far as the intellectual and emotional life is concerned. The period of childhood, with which the school is at present concerned, that is, from six or seven, to fourteen years of age, is psychol-

ogically not a period of intellectual and emotional expansion. It is rather the ideal period for fixing in habits, especially habits of a more or less physical kind. The great learning periods are infancy—up to seven years of age—and adolescence.

In the second place, it is during adolescence that normally the individual realizes the meaning of education and the need for it. Further, during this period, he can, for the first time, enter with sympathy and understanding into the motives and values of adult life; a fact, the importance of which in, say, the teaching of history is obvious.

Again, it is a fact that owing to special psychological factors, certain subjects cannot be understood in their real significance and meaning until the adolescent stage. One of these subjects is History. For a real understanding of History, the time-sense must be developed. It is a fact well known to psychology that during childhood this time-sense is extraordinarily crude and undeveloped. There is little or nothing of that time perspective which is necessary for history.

Some means must therefore be found, if the work of the primary school is not to be largely wasted, of continuing the individual's general education along non-vocational lines during adolescence. In Britain, the problem has been dealt with by the Fisher Act in England and the Munro Act in Scotland. The effect of these acts is to raise the age of compulsory general education to eighteen and to make it part-time

education. That is, part of the day is devoted to vocation and part to continuing general education from the point at which the primary school left off. Another highly successful effort in the same direction is that of the Workers' Educational Association, which has made it possible for the workers to obtain a university course of lectures, in certain subjects, covering a period of three years. From personal experience of this kind of work, I have been convinced, from the keenness of the students and their success in their studies, of the great value of this kind of thing. To illustrate the quality of the work done, let me quote you an extract from the Report of the Master of Balliol on some of these classes: "25% of the essays examined after second year's work in two classes, and first year's work in six classes, were equal to the work done by students who gained First Classes in the Final Schools of Modern History. The examiner was astonished not so much at the quality as at the quantity of the quality of the work done."

Whatever the means in detail finally adopted to cope with the problem, it is clear that the only permanent solution is in the direction of fostering an active interest in the problems, concerns and pursuits of the world of culture or knowledge, the world which has its own battles, its own victories and its own prizes, but which recognizes no narrowly national divisions and interests but is more and more substituting for these things, interests, aims and values which are, or ought to be, the common concern of all civilized nations.

President's Report: Fifth Annual General Meeting of the A.T.A.

Members of the Provincial Executive, Delegates to the A.G.M., and Fellow Members of the Alliance:

I have the honor of submitting for your consideration a report on the general activities of our provincial teachers' organization during the year which is now brought to a close.

At the conclusion of my report last year, I ventured a prophecy that the present year would mark the turning-point in the career of our organization; and that prophecy, I believe, has found a measure of justification in the rout and dissipation—no, there is no pun!—of the unholy league of enemies by which we were encompassed. But though no longer beleaguered without, we yet may be assailed from within by active "dissensionists" or intransigents; may yet succumb to the passive indifference of our members. And permit me to emphasize the point: we, as a body of organized teachers have ten times more to fear from the conduct and attitude of those *within* the teaching profession than from the hostility of those *without*. Think, for example, of what it would mean to the Alliance if every one of the 5000 teachers of Alberta were to seek membership in this organization unsolicited. Our united voice would be stronger, our efforts more successful, and the tone of our profession as a whole greatly improved.

Why do not more rural teachers "join up"? you ask. For the most part, I take it, because they are scattered as individuals to the remotest corners of the Province with very little opportunity for meeting fellow teachers, or forming locals, or keeping actively in touch with the trend of Alliance policies. The result is that we are the least able to help the very ones who most need our help, because we cannot function where our organization is weak or non-existent. It is also a regrettable fact that there are many Alberta teachers who are not so remotely placed that they could not with convenience and profit join the organization of their fellow workers. Their trouble is that they are arrant individualists. And also, being young and inexperienced, as are most individualists, they are so busy opening their "oyster" that they have

no time to waste on the dull efforts of others, or to be bored with wise words about ideals, professional spirit, and philanthropy. And there are those, yet, who measure the worth of their organization by the results to themselves personally,—in cash. For these, and for all classes of teachers, both members and non-members of the A.T.A., it seems to me that the excellent motto of the Manitoba Teachers' Federation is pointedly apposite. "*Quisque pro Omnibus*" runs the motto, "each for all." Not, mark you, "*Pro Se Quisque*"—"everybody for himself"; for that would imply a *saue-qui-pent*, the very antithesis and negation of all organization. The teachers of Alberta must therefore come to recognize, just as the teachers of Manitoba have already done, that each individual teacher owes a duty to his profession; and that the discharge of his duty, and his attitude and conduct towards the great body of his colleagues is an accurate gauge of his value as a member of that profession.

Just a word of suggestion before leaving this question of organization. The teachers of Alberta have at the present time, it seems to me, an excellent opportunity for strengthening their Alliance while at the same time coming to a more intimate and sympathetic understanding of the educational and social problems of rural life, by closely associating themselves with the Locals of the U.F.A. and U.F.W.A. throughout the Province. Local Alliances of teachers should find no greater difficulty in holding meetings than is encountered by the farmers and farm women. It is largely a matter of interest and alertness. Now that the Government has amended the Women's Institutes Act, so as to improve social conditions by fostering a knowledge of home-making, home-economics, and home-nursing, it is surely the duty of the teachers to help forward this movement. And both the U.F.A. and U.F.W.A. have a definite educational and social program. Why shouldn't the teachers co-operate in the formulation of these policies? Particularly when, as seems clearly manifest, these organizations are the most potent and the most progressive social force today at work in our Province.

This year your Executive has been called together for four full meetings, as compared with five last year: on April 3, July 4, December 3 and 4, and December 29 and 30. There have also been five sittings of the Law Committee of the Executive: on April 3, July 4, September 21, December 30, and February 25. At these meetings the following matters, among many others, have been dealt with: Edmonton teachers' pay; libellous reports of Alliance meetings; legal opinions received on libellous reports, and on the validity and legal status of the so-called "blacklist"; further changes in the official form of teachers' agreement; cumulative sick pay; the question of Easter-week holidays; and cases requiring action at Castor, Limestone Lake S.D., Melodia S.D., MacEwan S.D., Vegreville, and Mannville.

In order to place before our new Minister of Education, the Hon. Perren Baker, the policies and objectives of the Alliance, I sought and was granted the courtesy of three interviews with the Minister: one in September, when the General Secretary and myself placed before the Minister the Alliance Manifesto of aims and policies, and urged upon him the practical nature of the problems with which the Alliance is grappling, and the need of action without great delay; a second interview in January in company with the General Secretary, and the President of the A.E.A., at which we discussed with the Minister the feasibility of combining the Easter sessions of the A.T.A. with those of the A.E.A., and a recent interview wherein I discussed at some length with the Minister the question of cumulative sick-pay.

Your Executive empowered one of its number, Mr. S. R. Tompkins, Geographic Representative from Lethbridge, to act as delegate from the A.T.A. to the annual Convention of the Alberta Federation of Labor, held this year at Lethbridge. The General Secretary, Mr. J. W. Barnett, acted as delegate to the Trustees' Convention at Edmonton, and Mr. Barnett and myself were permitted to attend a session of the Inspectors' Conference, at Edmonton, and to ask—(1) for a measure of co-operation between the Executive of the A.T.A. and that of the Inspectors' organization; and (2) for an understanding in regard to co-operation between the Alliance officials and the Inspectors at the one-day or two-day Teachers' Institutes, held in the various inspectorates throughout the Province.

In further reference to the outstanding events and activities of the Alliance year now ending, I shall deal briefly with each of the following topics:

- (1) The Edmonton High School Teachers' Strike;
- (2) The Annual Meeting of the C.T.F.; Executive at Toronto, August, 1921;
- (3) The Alliance Manifesto to the Minister of Education;
- (4) The High School Curriculum Revision Committee;
- (5) The Revision of the Public School Curriculum;
- (6) Teacher Status throughout the Empire, being material gathered by the Secretary for use of the Bureau of Research;
- (7) Holding the ground won; Salary Schedule intact at Lethbridge; Teacher Representation won at Calgary.

The details of the Edmonton strike are so well known to you, through the publicity which it received at the time, that I shall not refer to them here. It seems proper for me to point out, however, that in spite of all the criticism which has been leveled at Alberta teachers because of the Edmonton strike (90 per cent. of it blatant cant and cold-blooded hypocrisy), there is still a large balance in favor of the expediency of that strike. Those whose personal position, interests, or ambitions were threatened by a strongly active teachers' organization were, of course, most untiring and unsparing in their denunciation of the Teachers' Alliance. But all this anti-Alliance propaganda did not succeed in covering up the fact that the day has gone by when school boards, in

our towns and cities at least, can treat their teachers in any other way than as self-respecting men and women; and Alberta school boards now recognize this fact. True, one deprecates the arbitrament of force: it has many ugly features,—but it compels respect. And, as the recent trouble at New Westminster plainly shows, there are times when it is the only thing that *will* compel respect.

Your Secretary, your Past-President, and myself were the delegates from Alberta to the Imperial Conference of Teachers' Associations at Toronto in August last, and to the Annual Meeting of the Canadian Teachers' Federation, which was also held in Toronto during the week immediately preceding the Imperial Conference. Since full reports of both these events appeared in the press, and in the *A.T.A. Magazine*, it is not my desire to recount them here. Suffice it to say that although the Canadian Teachers' Federation is yet in its swaddling clothes, there is no doubt that there are great possibilities in a Dominion-wide teachers' organization. Strength will come with development, as the Federation integrates and consolidates the aim of Canadian teachers. And there is need for such an organized body of Canadian teachers: certainly now, when the school trustees of the Dominion are linking themselves together in a Canadian association. Most assuredly, the teachers of our Western Provinces stand in need of that protection which can be afforded by strong organizations in the East. We cannot stabilize the profession in the West so long as there is "underbidding" by teachers from the East. But the Western teachers are the pace-makers: they must "carry on" in their own strength. Let me quote in this connection a few sentences of a recent letter from Dean Sinclair Laird of the School for Teachers, Macdonald College, Quebec: "We," says Dean Laird, "envy the progress you have made, and feel that the West is setting the pace for the East to follow. You are less hampered by ancient traditions, and have greater government support than we in the East; and therefore have greater opportunity to maintain good schools, and to support good teachers."

The C. T. F., as you know, obligated itself last August to reimburse those Western organizations which suffered financial loss through taking a stand for principle. I have no doubt that this pledge will be implemented as soon as the various provincial organizations vote the capitation fees.

The Alliance manifesto to the Minister of Education was published in the October number of the *A. T. A. Magazine*. The results are as follows:

- (1) The Minister has promised favorable consideration of a pensions scheme. There is no opposition, speaking generally, to the teachers' claim for such a measure. If the teachers themselves will concentrate on this matter of pensions during the coming year, there is no reason to doubt that they will be successful. Our trouble in the past has been a lack of unanimity regarding the need for such a scheme.
- (2) The Minister has no objection to appointing an Alliance nominee to the Examinations Board.
- (3) Where teacher and school board agree, the Minister will not oppose the use of the Alliance Substitute Clause 5 in place of Clause 5 of the official form of teachers' agreement. The word "representative" may also be substituted for "ratepayer" in the official form. The force of this concession can be realized only by those who remember the "Sturm and Drang" of the autumn of 1920.
- (4) An Alliance nominee was appointed to represent the A. T. A. on the High School Curriculum Committee. Opportunity is to be afforded the Alliance for the fullest and freest discussion of both the proposed new Public School and High School curricula before they are finally approved by the Department.

Mr. George Clayton, of Edmonton, was appointed last year, as nominee of the Alliance, to the Public School Curriculum Committee. The report of this Committee is now available for discussion by the A. E. A. and the A. T. A. In this connection, I may say that your Executive met the A.E.A. Executive on December 29th, and discussed fully with them the question of joint sessions of the two organizations at Easter for the purpose of discussing the interim report of the Public School Curriculum Committee, and also, if it should be forthcoming, a similar report of the High School Curriculum Committee. But the Minister of Education, on being approached on this question, gave it as his opinion that the School Ordinance would not allow him approve of the turning over of A. E. A. sessions to the Alliance, as such. Your Executive, therefore, on the understanding that the question of the relationship of the two organizations would be ventilated at the Easter Convention of the A. E. A., agreed to turn over to the A. E. A. the Alliance machinery for canvassing the Curriculum question, and to co-operate with the A. E. A. in obtaining the fullest and best discussion possible of both the Public School and the High School Curricula. The main thing this year is, after all, to see to it that the Alberta teachers have a fair opportunity to express their deliberate collective opinion on the new educational policies involved.

As your representative on the High School Curriculum Committee, I have attended three sessions, two of two days each and one of three days. This Committee is now ready to have the professional sub-committees draft the details of the subject-content of the various courses. An interim report of

this Committee is now available, and would have been published had it been received in time, in the March issue of the *A.T.A. Magazine*.

Our Secretary has this year collected much material from all parts of the Empire on the question of *teacher status*. This material will be arranged, digested, and published as the first number of our series of *Research Monographs*, the work of our *Bureau of Research*. This material should have great value to us in the newer portions of the Empire, in pointing the way of progress, and in helping us to avoid the blind alleys of discarded theories and rejected expedients. One might instance the national system of education in New Zealand, which has gone a long way towards placing the profession of teaching on its proper plane.

In conclusion, let me say that I think we have much cause to congratulate ourselves on our ability to hold, thus far, the ground won by previous struggle. The maintenance of the Lethbridge salary schedule intact is, in particular, very heartening, as is also the decision of the Calgary School Board to make permanent the bonuses of their teachers, and to grant them teacher representation. And thus I may repeat here what I said at the beginning of this report: Holding fast to the present, we have the future in our hands, if we but *will*!

After two strenuous years of the Presidency of this progressive organization, I pass the burden to my successor. I thank the members of your Executive for their loyal and whole-hearted support, and every member of the Alberta Teachers' Alliance for the high privilege of striving in a worthy cause.

Fifth Annual Report of the General Secretary-Treasurer of the A.T.A.

The alliance has survived its darkest year. It will be remembered that, at the time the last Annual General Meeting was held, the atmosphere of expectancy and anticipation of strike and turmoil prevailed. The situation in the large cities was critical. Lowering clouds were moving overhead: the now historic and well staged Trustees' Convention at Calgary had adopted as provocative an attitude towards the teachers as could possibly be assumed; the supreme educational authority of the Province had openly accepted the leadership of the reactionaries; propaganda was being directed against the teachers and their leaders from every possible point of vantage; the cause of the teachers, except for a few noteworthy exceptions, was without any backing from the press; the Alliance had only their own official organ, the *A. T. A. Magazine*, to offset the insidious misdirection of public sentiment against the teachers and their leaders. All these things were pre-eminently before the minds of the teachers, who, nevertheless, met the situation calmly and without flinching. No relief was in sight; dark, dark, days lay before us; no ray of light pierced the gloom; but the spirit of the teachers assembled remained confident and unbroken; and a determination to see the crisis through marked the opening of the new Alliance year.

The year is now ended, and it is with feeling of gratification and pride that we met again, conscious of the fact that the thrusting of the educational affairs of the Province into the treacherous maelstrom of party political politics did not succeed, as was expected, in drawing us deep down into the depths of oblivion. The teachers did not lose their mental balance and, with few exceptions, remained true to their organization, its policy and its leaders. The organization remains intact. True, no, great progress has been possible but our hold has been maintained in spite of the heavy handicap. It might have been expected that the wounds received

in such a struggle would be past healing, but the healthy, robust constitution prevailed, and scars remain only as souvenirs, in the possession of which we are proud. What we have lost should be accounted as gain, for those who deserted us in the time of testing—those unstable, fair-weather friends—would always have proven themselves liabilities rather than assets.

Our records show that the majority of those who have left the ranks of the Alliance have also left the teaching profession. We have obtained no less than 495 new members at the time of writing (March 10), and returns are still coming in. When it is borne in mind that the economic situation throughout the Province has reacted on the pockets of the teachers, it is indeed pleasing that so few have withdrawn from membership. In hundreds of cases school boards are in arrears to teachers for salary, and what little cash has been paid has necessarily been devoted to providing the necessities of life. Quite a large number of teachers have written stating that they are this year unable to pay the membership fee, and not a few others are still waiting for their cheques to arrive before they can renew their membership. Such is the state of affairs that the Alliance has been inundated with appeals from teachers asking us to sue on their behalf for overdue salary. The Alliance has studiously avoided taking action against boards in the drouth-stricken areas, where it is obvious that the poverty-stricken ratepayers could not possibly pay the taxes; but in a number of cases, where it was obvious that the board was taking advantage of prevailing conditions elsewhere, and where it was evident that the money ought to be paid, the Alliance acted on behalf of our members and collected the salary.

The contract question is not settled. The present form is most unsatisfactory in its practical working out, and is giving rise to a number of legal tangles which seem very difficult of

unraveling. The Minister of Education has adopted the stand of an outside party with regard to the A.T.A. Model Clause 5: that is to say, if the teacher is able to get the board to substitute this clause for the clause 5 in the prescribed form of contract, he will approve of the contract as amended.

With regard to the Organization Work: It must be said that the leaders in the profession outside the large cities are not rising to the occasion. Too many seem to take it for granted that the Alliance can advance without us all putting the shoulder to the wheel; they seem to assume that somebody else will do it somehow and at some future time. With only one official giving his full time to the work, it is a physical impossibility to visit every center where it might be possible to form a local organization. His work is divided between taking care of the business management of the *A. T. A. Magazine*, the routine office work, adjustment of grievances, and organizing, and only a limited portion of time can be given to each branch of the work. Consequently more energy and effort will have to be expended by the principals of the town and village schools if practically 100% of the qualified teachers of the Province are to become members of the Alliance, and if a larger number of locals are to be established. The real strength of the U.F.A. lies in the local organizations; so it is and must be with the A.T.A. It is only through local organizations that effective educational and professional work can be carried on by the teachers. The A.T.A. should be more than an insurance society whereby members may call upon us in the day of trouble. Our main aims are "to advance and safeguard the cause of education in the Province of Alberta" and "to raise the status of the teaching profession in the Province of Alberta." The "bread and butter" aspect of the movement cannot be neglected; indeed, it must be admitted that the above-mentioned aims cannot be achieved without an improved economic position being enjoyed by the teacher, and until he is freed from the disability of insecurity of tenure of position. Nevertheless, a regeneration from within the ranks, and a determination to educate public opinion on matters educational, will do much to make the pathway easier. When the teaching profession is regarded as a directing agency in educational affairs, an important advance will have been made; and it is only by the teachers' organizing more thoroughly and speaking with a united voice that such a thing can be brought to pass. Why is it that such an organization as the U.F.A. has so much weight when it makes recommendations on educational questions? Is it not because it has an educational committee which meets from time to time to discuss educational problems? One might be justified in suggesting that the teachers do not do this enough, that outside of the towns and cities the teachers do not meet together and discuss educational problems in a general way. True, the conventions are held in the fall months but after visiting them for a number of years, I have yet to attend one which does other than deal with the petty details of class-room work. This work is doubtless essential and cannot be neglected, but surely it cannot be disputed that the majority of the teachers are prepared to passively agree to education in the broad sense of the term being dealt with by bodies not immediately connected with the practical work; the teachers who should take the lead have become accustomed to having matters decided for them by others who have not the technical knowledge to deal effectively with current educational problems. If the teachers are satisfied to allow others to define their status and to do work which should be considered within the teachers' sphere, then they are not rising to meet the obligations which devolve upon a professional status.

During the past year, however, the Alliance has functioned very effectively as a professional body. The High School Teachers met in local groups from time to time and sent in recommendations to the central office which served as a clearing-house for the locals of the Province. One harmon-

ious report was finally drawn up and the appointee of the Alliance was able to appear at the meetings of the Departmental Committee dealing with the revision of the High School Course of Studies, fortified with the recommendations of the members of the Alliance. Unfortunately the Revision of the Public School Curriculum was well under way before the change of administration took place and it was not possible for the Alliance to be taken into consideration as in the case of the revision of the High School Course of Studies.

The difficulty of organization has been considerably augmented this year by reason of the fact that the large conventions, where great gatherings of teachers assembled during previous years, have been replaced by a large number of small teachers' institutes, many of which met simultaneously. The large fall conventions facilitated the work of getting into touch with the teachers, and most of the teachers of the Province were by this means approached in other years. It was not possible to obtain an Alliance representative at all to be present at many of the institutes, and ways and means must be devised for overcoming this disability. The thanks of the Alliance are due to some of our members who sacrificed time and effort by representing the Alliance at the conventions and institutes. Among these is Miss Mary Crawford, of Edmonton, who addressed conventions at Vermilion and Red Deer. Miss Crawford also visited Stony Plain, and organized a local there. Mr. J. T. Cuyler organized locals at Suffield, Bow Island and Brooks; Mr. J. G. Niddrie, Mr. E. E. Hyde, Mr. H. D. Ainlay, and Miss Grace Gibson, all of Edmonton, took charge of the Alliance work at the Olds, Morinville, Westlock, and Lamont gatherings, respectively; Mr. R. V. Howard, of Edmonton, obtained splendid results from his work at the Leduc Institute; Mr. E. B. A. Asseltine delivered an address at Wetaskiwin; Mr. J. W. Forde at Camrose; and Mr. C. E. Clarke at Stony Plain. Very generous help was given the Alliance representatives by the Executive of the local organizations at Vermilion, Vegreville, Camrose, Wetaskiwin, Lacombe, Stettler, and Lethbridge. If special mention be due to individuals who worked most unselfishly for the Alliance during these conventions, the following should be named: Miss Spurr, of Lacombe; Mr. Norris, of Erskine; Miss Wright and Miss Stanton, of Vegreville; Miss Hay, of Vermilion; Mr. Brodie, Miss Robeson, Miss Buchanan, and Mr. Lowe, of Lethbridge.

During the year new locals have been organized at Chipman, Waskatenau, Suffield, Veteran, Youngstown, High River, Barons, Coronation, Bassano, Brooks, Stony Plain, Bow Island, Tofield, Claresholm, Medicine Hat High School, Raymond, Didsbury and Crossfield, and new locals are in process of formation at several other points. Practically 100% of the Normal School graduates have enrolled, which is certainly a very healthy sign.

The position with respect to salaries has been well maintained in the towns and cities and the tendency to "cut" has made no headway whatever: in fact, Calgary was successful in securing the bonus awarded last year as a part of the permanent schedule of salaries. In the rural districts, however, the status quo has not been maintained—a regrettable circumstance, for which the teachers themselves must be blamed. Last April, after the Normal Schools closed, there was a very small number of teachers who were unable immediately to obtain a school, and this was accepted as an indication that there was an over-supply of qualified teachers. Seven hundred and forty-five (745) permits were issued during the year 1921, and had their issuance been curtailed at the time the Normal Schools closed, there would have been sufficient vacancies to place every unemployed teacher, and a large number in addition. Propaganda was sent to the press to the effect that there was an over-supply of teachers, with the result that a mild stampede took place at midsummer, and not a few accepted positions at a rate of salary which was

not only unfair to themselves but to the profession as a whole. And it is not unlikely, unless the teachers take steps to inform themselves as to the real situation, that the same thing will take place again this April and midsummer. The teacher market is not over-stocked, neither is it likely to be. Last autumn all the scarcity was as great almost as ever before, and there is every indication that a large number of "permits" will again have to be issued if the Department of Education is to be able to meet the demands of the school boards for teachers. The situation is almost entirely in the hands of the teachers themselves, especially the rural teachers. If they organize and keep themselves informed a serious set-back can be avoided, and they can prevent the ground being taken from under their feet. The Alliance has boosted salaries, and an intense campaign for new members can prevent a disaster to the teachers' economic position. The cities and towns have done their share: they have held together splendidly, in spite of the handicap from outside. A reasonable degree of thought and loyalty to their profession must prevail amongst the rural teachers: the large groups of teachers cannot hold the fort for ever. The teaching profession is a composite whole and success or failure as a body depends upon a mutual understanding between the different sections of the profession; for a downward trend in salaries in one direction will finally react throughout the body. It is for the rural teachers to weigh and consider these things, and decide whether or not they can afford to remain isolated at this critical time, outside the organization which, largely unassisted by them, has hitherto fought their battle with scarcely a word of thanks. Favorable conditions prevailing during the years 1919 and 1920 enabled the Alliance to so function that every teacher in Alberta benefitted in the average to an extent of over \$300 per annum. Conditions are now very favorable and much greater effort and more intensive organization will be required in order to hold what has been won.

Lord Burnham, in a recent speech, pointed out that the only clean cut in the education estimates that would yield anything would be in the scale of teachers' salaries known by his name, and it would be a greater injustice if, because they did not press their claims during the War for an increase proportionate to the rise in the cost of living, the teachers were now made to suffer. To obtain inadequate results from national expenditure was waste of the worst kind, and this they would be doing if they kept the teachers below that standard of life required to equip them for the practice of an arduous profession. This was not a claim for justice only; it was based on national expediency, for without its recognition it would be impossible to secure an adequate supply of teachers in any class of schools; and if the schools were to be inadequately staffed,—and there was a tendency now to reduce staffs below the level of efficiency,—the country would need to recognize them in a fuller manner. They were public servants equally with those who served the state in all the great departments of public life, yet rarely had one been selected for honorable mention or reward. These considerations are as applicable to conditions in Alberta as they are to conditions in England, except that the increases in salary in the Old Land which were awarded a couple of years ago are out of all proportion larger than those obtained by Alberta teachers. Alberta teachers in organizing to prevent a cut in salaries are not only resisting an injustice to themselves but safeguarding the scholars from the tender mercies of an inefficient, immature, unambitious (because poorly paid) and unstable body of teachers, who, should the reactionaries prevail most assuredly will replace the cream of the profession as it exists today.

One last word respecting what is persistently called the "Black-list." Justice to the teacher can be assured by one or other of two methods of procedure:

(1) By the securing of a better form of contract whereby the teacher would be protected against unjust dismissal.

(2) By developing an *esprit de corps* in the teaching profession to such an extent that injustice to one of our confreres will be looked upon by the teachers as a whole as an insult to the profession; and our seeing to it that school boards that are inclined to deal unfairly may have some appreciation of the likely consequences.

It is frequently charged against the teaching profession that boards suffer more from teachers dishonoring their obligations than teachers suffer at the hands of school boards. Common justice to the Alliance demands a denial of this charge as far as our members are concerned. A.T.A. members do not break contracts: at least, the rare exceptions prove the rule, for two complaints, and two only, have been brought to our notice of members of the A.T.A. breaking clause 1 of the Code. School boards may feel assured that membership in the A.T.A. is an assurance that the individual is prepared to maintain the proprieties of a profession.

J. W. BARNETT,

General Secretary-Treasurer.

Local News

CALGARY

Greater decentralization of university educational facilities to permit teachers themselves throughout the province availing themselves of the opportunity to get their B.A. degrees is being strongly advocated by the Calgary Teachers' Alliance, which last night passed two resolutions outlining its proposals along this line to be brought before the annual meeting of the Alliance at Easter. The Alliance is urging that university classes be established wherever a sufficient number to render a course of lectures feasible, express the desire to take up university work. It also desires that the Department of Education at Edmonton arrange extramural courses leading to a degree at the University of Alberta and that these courses be supplemented by lectures wherever possible.

A. H. Carr points out that in Ontario teachers were able to get their degrees by taking extension courses during the winter and going for four summers to summer school and it is the desire of the Alliance that something of this sort may be made possible in Alberta.

Resolutions

Among those resolutions which received the heartiest support of the Alliance was one urging that the department formulate a different course of study for children who are not mentally capable of profiting by the present course and substituting for these pupils a greater amount of handwork for the academic work which they are now forced to take to so little advantage. The organization is offering its services in making a survey of the province with a view to formulating a course. Members present declared that this was one of the biggest educational problems of the day, as it means that a large number of children are going through the schools without obtaining any practical benefit from the work.

Raising of the school leaving age from 15 to 16 will also be considered at the annual meeting at the request of the Calgary local. The one exception to this rule which was suggested were pupils who had completed grade XI or its equivalent.

Higher Qualifications

Charging that the Alberta trustees had not taken the same high stand as the Saskatchewan trustees who recently went on record in favor of placing the teaching profession on equal footing with medicine and law, A. H. Carr introduced a resolution requesting the department to require principals of schools containing eight rooms and over to have a B.A. degree, this ruling to apply only to teachers which are hired in the future and not to present employees.

The Alliance is advocating that there be no social discrimination against teachers who are not members of the Alliance and with this end in view it is urging that clause 7 of the code of honor be deleted. This clause reads as follows: "It will be considered an unprofessional act to receive into full fellowship those on a school staff who are not members of the Alliance." One member facetiously inquired just what was meant by "full" membership.

Nominations

The following nominations for the provincial executive were unanimous: For president, C. E. Peasley of Medicine Hat; for vice-president, W. W. Scott of Calgary; for local representative, Miss M. B. Tier.

Considerable discussion was aroused by two resolutions sent in from the High School Teachers' Association for endorsement of the Alliance. The first requested that the school board grant to teachers engaged after June 30, 1920, \$50 for each year of previous experience, and that they be advanced on the schedule by this amount. All other teachers engaged prior to this date would waive all claims to such an increase in view of the bonus which had been given them last year and made part of the permanent salary this year.

The meeting was unanimous in adopting the resolution.

Pay of Principals

The second resolution dealt with the small difference (\$300) which there is in the pay of high school principals and public school principals and the association therefore wished the board to reconsider the matter. Members of the association felt that this was too small a difference and that the maximum for high school principals should be raised. One member, however, interpreting it the other way, declared with some heat that she did not think that the "kick" of the high school principals' was justified and that just because the public school principals' maximum was advanced \$200 in view of the long service of three members, any attempt should be made to lower this maximum. It was finally decided to refer this back to the association for re-wording so that there would be no chance of the school board thinking that the proposal was that the maximum of the public school principals should be lowered.

The Alliance voted \$50 to the Calgary museum.

Group Insurance

Approval of the proposal to insure members in groups of 100 was registered and a committee will be appointed shortly by the executive to put the plan into operation. The plan as outlined by Mr. Cameron, chairman of the committee to consider the several schemes presented by different companies, in outlining the proposal which was finally adopted, explained that for a group of 100 no medical examination would be necessary, thus making it possible for many people who would otherwise be unable to obtain insurance, to be insured.

The minimum policy is \$1,000 to be increased at a rate of \$500 a year with an increase in the term of service. The company has set a \$5,000 maximum but as the committee felt that

this was too high, the company agreed that it would let the Alliance set the maximum. The individual premiums will not exceed \$10 per \$100, and some members of the Alliance were of the opinion that the school board would pay a portion of it. The city it was pointed out was paying 40 per cent. of the premium for some classes of its employees.

The policy contains a total disability clause and also provides that upon being transferred or upon leaving the service, a teacher may convert his policy into any other kind that the company offers.

The committee was forced to definitely abandon the consideration of any scheme requiring the insurance of at least 75 per cent. of the group as it was found impossible to secure this large number.—*Calgary Albertan.*

The Calgary Local has passed through another year of prosperity and, while it did not provide the excitement of the last two or three winters, it has undoubtedly made progress towards recognition and consideration of salary schedules.

Last December brought a change in the personnel of the School Board with the result that both the teachers and the other rate-payers of Calgary lost a valuable representative in the person of Mr. Harry Pryde. Mr. Clifford Jones, K.C., and Mr. T. B. Riley were elected as the new members. The Alliance has had the pleasure of meeting Mr. Jones in committee and was favorably impressed by his initiative and energy. The teachers feel that the hearty co-operation shown by the Board will result in the adjustment of several small differences.

No sooner had the School Board taken office for the coming year than a committee meeting was arranged, with representatives of the Alliance present, to consider the salary schedule. Some misapprehension existed regarding the increase of 1921 since certain parts of the schedule appeared as a bonus. The Salaries' Committee of the School Board went into the matter of last year's bonuses and decided to recommend that they be embodied in the present schedule. Besides this, the teachers were granted their regular schedule increases for the year 1922. This was recommended to the Board by the Committee and was adopted at a Board meeting held January 26.

That the matter was so quickly and satisfactorily arranged is very gratifying to all concerned and shows what can be accomplished when a genuine get-together spirit is displayed. The Calgary Local feel that the matter was very judiciously handled for the teaching body by Messrs. J. D. Ferguson, A. H. Carr, and F. D. B. Johnson, President of the Local Alliance, and now that the path is blazed a thorough understanding of many perplexing details should follow.

CARDSTON

The Cardston ratepayers at a recent meeting approved the salary schedule of the Cardston teachers, refusing to propose that the Cardston Board should be the first to cut salaries.

Mr. C. W. Burt, Chairman of the Board, presided at the meeting. After the reading of reports by the Chairman of the various committees of the Board, a discussion took place regarding the inspector's report, the question of teachers' salaries, the matter of increasing the staff, and of providing larger accommodation by means of a new high school building. Inspector Williams and Chairman Burt both complimented the Cardston staff on their excellent showing under the trying circumstances of congested class-rooms, while Mrs. A. D. Snow, chairman of the staff committee, proved that the present staff were much underpaid in view of the amount of work done by them. She made a plea for the enlargement of the school, and for the addition of more teachers to the staff. Mr.

J. W. Low, Principal of the Cardston Schools, showed that Cardston has been adding annually for the past three years 100 students to its school in the beginners' classes, thus necessitating the provision of two teachers for each grade in the public school in the near future. Next year's high school enrolment he placed at 125, of which 50 would be in Grade IX, 40 in X, 20 in XI, and 15 in XII.

After some discussion on the possibility of high school consolidation in the districts surrounding Cardston, it was decided to postpone the building of a new high school for another year.

—X.Y.Z.

CLARESHOLM

A meeting of the teachers in Claresholm district was held in the Claresholm School on Saturday, February 18th, at which there were thirteen teachers present. Mr. A. G. Sim, Claresholm High School, was appointed Chairman, and Mr. W. L. Irvine, Starline School, Secretary. After the opening remarks by the Chairman, Mr. J. W. Barnett, General Secretary-Treasurer of the Alberta Teachers' Alliance gave an interesting and instructive address on the "Aims and Objects of the Alliance." The meeting was then open for discussion, when Mr. Barnett was asked several questions which he answered satisfactorily. It was then moved by Miss Fergusson, seconded by Miss Kennedy, that "a Local Alliance be formed." The motion was carried unanimously.

The election of officers then took place, as follows:

President—Mr. W. L. Irvine, Starline School.

Vice-President—Miss Fergusson, Claresholm High School.

Secretary-Treasurer—Mr. A. G. Sim, Claresholm High School.

A copy of the suggested Model Constitution for Local Alliances was then submitted to the meeting. Each clause was considered separately and, after amendments had been made to suit this Local Alliance, a Local Alliance Constitution was drafted and adopted. The meeting then adjourned.

MEDICINE HAT

Dr. Boyle, Dean of the Faculty of Science in the University of Alberta, recently delivered a lecture in Medicine Hat on the subject of rainmaking. Mr. J. T. Cuyler, of the public school staff was in the chair, and a large number of people attended. This is one of a series of lectures given under the auspices of the Dominion Labor Party. Both Medicine Hat sections of the A.T.A. had previously passed resolutions declaring their warm approval of the purpose of these lectures, and there was a good attendance of members. The general attendance of the public has been on the increase since the first of the series, and it is hoped that the Dominion Labor Party will find encouragement to pursue a scheme which has such strong claims upon our support.

* * *

Inspector F. G. Buchanan, B.A., has left Medicine Hat for Calgary, where he takes the place of Mr. Fowler.

* * *

The efforts of a few persons to secure the dismissal of a public school principal for alleged excessive severity in dealing with pupils, aroused keen interest here within the last month. The determination of the accusers was shown by the fact that, at the meeting of the School Board which decided the case, they made reference to events now seven years old. It appears, however, that of the parents of the children in respect of whom cases of excessive severity were alleged none was willing to co-operate in the attempt to get rid of the teacher, a fact which may be taken as speaking well both for themselves and for him. The finding of the board, after the hearing of much evidence, was a unanimous resolution of confidence in the principal.

A leading article in a recent issue of the *Observer* (London, Eng.) on the subject of cutting down expenses in connection with education, crystallized in a sentence which is worth repeating, a thought which must have been occupying some of our minds. It is said,—I quote from memory,—“Cheeseparing in education is like living in the dark to save the price of candles.”

* * *

A committee has been appointed to the task of framing resolutions. One general meeting has already discussed and passed judgment upon its first report, while another is pending. It is hoped that at its work will take the final form in which it will be submitted to the Easter Convention.

As this will bring us under public notice, and as it is a mark of sanity to take public opinion into account, and not to ignore it, the value of resolutions as a basis on which to pass judgment upon a society or individual is called to question, and it is remembered that, where its resolutions have been unsupported by conduct, no better proof of want of vitality in a movement has been available than the fact that it has failed to live up to its self-expressed aims. “Actions speak louder than words.” “By their fruits ye shall know them.” But, in the face of this irrefragable evidence, is there not a risk of minimizing the value of resolutions as definite expressions of ideals? It is true that we are ultimately judged by our conduct. It is probably equally true that we are prejudged by the statement of our aims. It is not one of the purposes of our organization to frame our ideals to suit the demands of public opinion; but it is incontrovertible that as far as possible we should know their effects upon it, if we are to take advantage of it when it is in our favor.

—W.H.H.S.T.A, per A. V. McN.



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Lethbridge Schedule Stands

While the question of Teachers' salaries is under consideration by the Board, I have endeavored as Chairman of the School Management Committee to review all data we have on this subject, and beg leave to submit a brief report.

From 1915 till 1919 the Board was paying a minimum salary of \$800 per annum. There was no schedule fixing increase or maximums. For several years, so far as I can learn, no substantial increases were made except where specially applied for on the ground of an increase in work. The highest salaries to primary school assistants was \$1100 per annum. The salaries of high school assistants and primary school principals ranged from \$1200 to \$2000. During these years there was a reaction towards economy due to the war and to the financial difficulties the Board found in 1914 and 1915.

During 1919 there were strong demands from the teachers for increases. Teachers' Alliances, local and Provincial, took up the problem and began to advocate uniform schedules and liberal pay. In the fall of that year the Board, through the Superintendent, Dr. Black, collected data from various parts of Canada and the United States. A compilation of this data showed not only a general advance in salaries taking place in every quarter, but a growing shortage in the supply of teachers. Our Minister of Education on his visit to Lethbridge in November 1919 emphasized the same conditions as obtaining in Alberta. At that time Lethbridge was paying slightly lower salaries than any City from which we had data, with the exception perhaps of a few small centres throughout the West. For 1920 we arrived at a schedule acceptable to our own teachers, and had this adopted before other cities in Alberta arrived at an adjustment. Mr. R. R. Davidson and myself attended a joint meeting of City trustees came up for review. Our schedule already adopted was before the meeting as a model—but we found the other cities, even Medicine Hat, were not able to adopt a scale of salaries in every respect as low as our own.

Our schedule thus adopted for 1920 was as follows:—

	Ann.		
	Min.	Inc.	Max.
Assistants, Public Elementary Schools	900	75	1500
Vice-Principals	1200	100	1700
Principals, fewer than 5 teachers	1300	100	1700
Principals, 5 or more teachers	1500	100	2200
Assistants, High Schools (women)	1600	100	2400
Assistants, High Schools, (men)	1800	100	2400
Principals, High Schools	2500	100	3000

Bonus of \$100.00 per annum to teachers in Hardieville School.

Bonus of \$200.00 per annum to the Principal of Central School.

For 1921 teachers' salaries were an issue in the annual election and came under discussion at four public meetings, to one of which the Local Alliance sent a representative to speak. Our teachers, as others all over the province, were demanding a minimum of \$1200.00. In accordance with announcements made in the election campaign, the new Board for 1921 raised the minimum salary to \$1100.00. After a thorough discussion in committee we worked out an elaborate schedule with rules and provisos, full particulars of which are now before the Board.

My recollection is that all members of the Board last year agreed that the schedule we were adopting ought to be more or less permanent. In all discussions on the subject the Board has had to consider three essential points:

First, the advance in cost of living. It is safe to say that in the past seven years living has cost seventy-five per cent. higher than in 1914, and that to-day it stands at least fifty per cent. higher than in pre-war times. Taking a general average of salaries paid our teachers we find an increase from 1914 to 1921 of approximately 35.5%. The following figures will be of interest:—

Year	Total No. Teachers in Primary and High Schools	Total Salaries Paid These Teachers	Average Average Increase Over Pre. Year		
			Average Salaries	Over Pre. Year	Over 1914
1914	46	\$52,360.00	1138		
1919	52	56,502.00	1086		Nothing
1920	56	72,213.00	1313	20.9	14.8
1921	57	87,900.00	1542	17.44	35.5

Secondly, all over the Continent there has been a claim on the part of the teachers for better recognition of their profession. Statistics widely published a year or two ago showed a great depletion in the ranks. All authorities seemed to recognize the danger of a decline in quality as well as quantity of new teachers. The profession as a permanent calling, by comparison with others, was proving unattractive. The main reason assigned for this was the low rate of pay. By organizing and agitating the teachers established a widespread opinion that their work called for better recognition.

Third, and most important, has been the shortage of actual supply to fill our needs. From competition among school boards all over the country in efforts to procure an adequate number of teachers the salaries have inevitably gone up. That this shortage continues there is some evidence in these figures procured from an educationist in Alberta: *To fill 1541 vacancies in the province last year the Department had to issue permits to 739 unqualified teachers.*

Besides these general conditions which still prevail, there are special circumstances which, it seems to me, the Board should keep in mind at the present time:

First, we have a teaching staff highly efficient and well balanced. Any decreases in salaries this year might lead to weakening of that staff. Second, we have a schedule that, from the standpoint of the Board, compares favorably with that of any other cities from which we have data. There appears to be no move in other cities to lower salaries below what we are now paying in Lethbridge. Thirdly, by maintaining present salaries we may economise in the number of teachers employed. The Superintendent declares 35 pupils as a maximum for a mediocre teacher whereas many of our staff can handle a class of 45. With an increase in pupils of nearly 320 the past two years we have employed only five new teachers, accommodating a large number by enlarging the classes beyond normal size. This we could do only through the ability and readiness of our superior teachers to take large classes.

For these reasons, while anxious to lower expenditures wherever possible, I would favor a continuance this year of the schedule of salaries now in force.

All of which is respectfully submitted,

(sgd.) A. B. HOGG,

Chairman School Management Committee.

Lethbridge, Alberta,
February 27th, 1922.

Book Reviews

Oral Exercises in Number. By Anna L. Rice: The Gregg Publishing Co.

What should be a very useful manual for the busy arithmetic teacher in the elementary grades has been published recently by the Gregg Company, coming from the pen of Anna L. Rice, Principal of Lincoln School, Springfield, Mass. It is a compilation of examples for drill purposes in the fundamental operations. The examples on fractions and decimals with their practical applications are chosen and arranged with peculiar sagacity. The book should be useful to both the city and the rural teacher. It seems well adapted to meet a peculiar need at the present time, viz.: the need of the old-time drill on the fundamental operations in arithmetic. The rural teacher has great difficulty in finding time for this, owing to the pressure of many grades. The grade teacher in the present-day city school, distracted by the dizzy whirl of a great multitude of "school activities," finds little time for drill in arithmetic or anything else. Miss Rice has produced a booklet that could be used with advantage in the present crisis in arithmetic.

The following quotation from the preface expresses the purpose of the book:

"This elementary knowledge of number is essential not only to a common-school education, but as a foundation for all advanced work in mathematics. If this foundation is weak, the work built upon it will be weak; for it is clear that no problem can be correctly solved if the simple operations which it involves are incorrectly performed. Nor should we be satisfied with accuracy alone. The facts of number are not in any true sense learned until they can be quickly, as well as accurately, recalled.

If the teaching of the fundamental facts of number is to be effective—if these simple number combinations, which are the very alphabet of all mathematical work, are to be mastered—sympathetic training must be given. No royal road to the accomplishment of this end has yet been found. Mastery of these tools of the mind, like the mastery of a musical instrument, comes through long-continued practice only. In other words, drill is indispensable."

The book is entitled "Oral Exercises in Number," and can be had from the Gregg Publishing Company, Chicago.

—D. L. Shortliffe.

The Canadian School Geography. By George A. Cornish: J. M. Dent and Sons, Toronto and London.

Teachers will indeed welcome Mr. Cornish's new text-book, *The Canadian School Geography*. He has successfully compiled into a bright, attractive volume a surprisingly large amount of information in such a way that the teacher may use the book equally well either as a text-book or for reference.

Not only does it afford the teacher a wealth of information, but it even solves the problem of the mechanics of teaching by "project" introductions, general presentations, and question reviews on each chapter. Classroom inertia or indifference

is not likely to exist when information is vitalized by such excellent illustrations as are contained in this text.

Professor Cornish has well named his new text the *Canadian School Geography*, for he is the first geographer to illustrate and prove to the readers from Canadian material that Canada has a richly variegated topography, ranging from fertile plains to turreted snowclad mountain-peaks. In that division of his text which treats of physiography the illustrations are almost entirely from Canadian sources; here, too, the writer approaches the discussion of each phenomenon from a background of correlated scientific facts in physics, chemistry, and geology. This correlation is in evidence throughout the text, and is a strong point in its favor.

In Chapter XII the author deals with the growth, preparation, care and handling, use, and location of various commodities—rubber, for example, page 106. Although giving only a paragraph or two on each commodity, he succeeds in every case in offering a full, clear, and concrete account. Moreover, by the use of graphs (including the new circular graphs), superimposed maps, dotted-area maps and similar devices a large amount of information is conveyed in a compact and easily recognized form.

This work by Professor Cornish is of a distinctly high order, and should find a place in all Canadian schools.

—J. A. McLennan.

Public School English Grammar. By George M. Jones: J. M. Dent Co., Toronto.

This new grammar is written by one of the three authors who jointly produced the new High School English Grammar, —a new work to which we called the attention of our readers a short time ago. The outstanding excellence of the work consists in its employment of the new standard nomenclature, which is now used throughout the United States and in many parts of Great Britain.

The free use of boldface, the attractive printing and copious exercises, all recommend the use of the text to the teacher who is trying for results in grammar.

New Age History Readers, Books V and VI: Thomas Nelson and Sons. Price 95 cents and \$1.00.

These two books complete the series of History Readers which we reviewed in these columns last year. They are uniform in style, binding, and illustrations with the preceding numbers in the series. Book V deals with the struggle for liberty from the Tudors to the close of Revolution; Book VI brings the narrative up to the Great War. The copies of great paintings and well-known pictures, with which the books are profusely illustrated, are themselves worth the price. No child can fail to have his interest thoroughly aroused by such delightful pictures and entertaining narrative.

The Natural Resources Question. By W. Everard Edmonds: Henry Roche Co., Edmonton, Alta.

This little booklet has the sub-title *A Plea for the Completion of Alberta's Status as a Province of Canada*. It presents the case of Alberta from a point of view first indicated by an Alberta writer, the late Mr. Bramley-Moore, in his book, "Canada and her Colonies." Mr. Edmonds, like every student of the Resources Question, is indebted to Professor Chester Martin's excellent monograph, which deals very fully with the constitutional aspects of the question. He briefly reviews the legal, historical and statistical aspects of Alberta's burning issue, thus enabling the reader to get a firm grasp of essential points without the necessity of a long search through Hansard, government reports, and historical works. Price, 15 cents, at all bookstores.

The Exploration of the Mackenzie River Valley

By Elaine Austin, Strathcona High School, prize-winner
of the Edmonton Canadian Club essay contest, 1921.

In the far, mysterious Northland flows the greatest of Canadian rivers. A famous explorer discovered it in his quest for a Western Sea. Great men sailed down it and beyond, risking their lives to fulfill a world-wide dream; fur-traders through the Indians of its valley enriched themselves or their employer; but all left it in pursuit of something greater—that haunting *Mer de l'Ouest*—and it was not until nearly one hundred years after its discovery that the Mackenzie River came into its own.

When Sir Alexander Mackenzie, in 1788, set out on that adventurous journey which he hoped might see the realization of his dream on a way to the Western Sea, he followed the usual fur-traders' route to Lake Athabasca. Thirty miles above the mouth of the Athabasca River, Peter Pond, the first white man to penetrate thus far to the Westward, had founded Fort Old Establishment, in 1778. From this fort, trappers and fur-traders of the North West Company, of which Pond was then a factor, had been sent out to gather furs. But the explorations appear to have been confined to a small area and although strange tales of great lakes and rivers were told by the Indians the men of the North West Company did not succeed in reaching any of these bodies of water for many years. Pond himself travelled down the Athabasca to the lake of that name, and evidently reached Great Slave River and Great Slave Lake, for, in 1786, he sent Laurent Leroux and Cuthbert Grant to erect a post in this region. These men built a fort on Great Slave Lake near the mouth of the Slave River and possibly quite near the present site of Fort Resolution. In 1788 Fort Chipewyan was built on the southern shore of Lake Athabasca. It was from this point that Mackenzie set out on his memorable journey. He was absent only one hundred and two days and during that time "accomplished the most remarkable exploits in the history of inland discovery, whether regarded in the light of the results achieved or the time taken to cover a journey of over three thousand miles."

When Mackenzie returned to Lake Athabasca, he felt—his diary shows it—that his discovery was destined to have far-reaching results. Yet so intent was he on finding a way to the Western Sea, that he lost no time in preparing for a second expedition which, as all the world knows, brought him success and undying fame.

The news of his discovery sped over the continent and ocean to Europe, and when the tale of the great river flowing into the Arctic Sea was told, England's adventurous sons instinctively felt that here was a solution to the riddle which had been troubling men's minds for more than three hundred years.

An expedition was planned, and in a very short time a party including the most noted explorers of the Great Northland, sailed for Canada. Sir John Franklin, Dr. Richardson, Lieutenant Kendall and Lieutenant Back, were met in Canada by Peter Warren Dease, an old and greatly honored factor of the Hudson's Bay Company, who insisted on accompanying and guiding them on their inland journey. They arrived at Fort Chipewyan in July of the year 1825 and set out on their Northern voyage on the twenty-fifth of that month. This trip

does not concern the Mackenzie Valley for it was conducted in an easterly direction through the Barren Lands.

But, in 1826, Franklin headed an expedition organized to explore the Western country and the Western coast of the Arctic Sea. The party commenced its journey from Great Bear Lake and followed the Mackenzie River to Point Separation. Here Dr. Richardson and Lieutenant Kendall turned eastward and Franklin and Lieutenant Back followed a western branch of the Delta and explored the Western coast.

Of this trip a very interesting account has been written by Sir John Franklin. One has only to shut one's eyes to see, as he pictured it, the beauty of the Mackenzie River. From end to end of its stately course, no rapids or sudden bends mar the perfect dignity of its majestic waters. When it enters the range of the Rockies, where the mountains sometimes form the banks and sometimes grow faint in the distance, and the poplar and spruce bend over to gaze at the silent current, its beauty increases until it reaches its culmination at a point about one hundred and fifty miles below its confluence with the Great Bear. Here, the river which has been several miles wide, narrows suddenly to one hundred and fifty yards, and flows silently between great limestone cliffs which, rising like gigantic works of masonry a sheer two hundred feet above the stream, form the far-famed ramparts of the Mackenzie.

Before Franklin's party entered the Mackenzie but after the amalgamation of the two fur companies, the Hudson's Bay Company had established its posts all along the river. The first, Fort Providence, was built in 1795 by Duncan Livingstone.

In 1833, two officers of the Hudson's Bay Company, George Simpson and the Peter Warren Dease, who had accompanied Franklin on his first trip, were sent out to explore the Arctic coast. They followed the Mackenzie River to its mouth and then turned East. Sir George Simpson was one of the most successful explorers of this region. The party wintered on the Mackenzie at Fort Simpson and it was of a scene in this region, where the river enters the Rockies, that Simpson writes in his journal—"The day was lovely and I fed my eyes with gazing on scenery so lovely and romantic that it forcibly recalled to mind my native Highlands."

In 1848 Dr. Richardson with Dr. Rae, again descended the Mackenzie. The object of this voyage was to ascertain if possible, the fate of Sir John Franklin, whose mysterious disappearance is one more of those lamentable and irrevocable tragedies, which would cause almost unbearable sorrow in the heart of the historian, were they not rendered sublime by the thought of the glory and esteem which must always surround the memory and name of the ill-fated heroes.

This trip of Dr. Richardson's was the last of the early explorations. When the Valley was next entered by research parties the object was to explore, survey and map out the Mackenzie River Basin.

In 1870, when the Territories were taken over by the Dominion Government, the Geological Survey and Department of the Interior found that prospectors were already greatly interested in the country surrounding Great Bear Lake. Parties from the Geological Survey were at once sent into this region, the most successful being the one headed by Mr. R. G. McConnell. He left Victoria, crossed the Rockies, and entered the Valley by the Liard River. William Ogilvie and Dr. Bell also conducted researches and it is to their splendid reports as well as to the journals of Mackenzie, Franklin, Richardson and Simpson, that we are indebted for our present knowledge of the Mackenzie River Valley.

The Mackenzie River is one of the eight great river systems of the world. It is more than one thousand miles in length from Great Slave Lake to the Delta, and varies in width from seven miles to one hundred and fifty yards. It drains an area of 672,000 square miles and discharges a volume of about 500,000 cubic feet per second.

The tributaries, including the Liard, the Blackwater and the Great Bear, are themselves large rivers but it is very remarkable that the magnitude and the volume of the Mackenzie do not appear to be visibly increased by their confluence with the main stream. The Blackwater, a river about seventy-five yards in width, which enters thirty miles below the "Rock-by-the-Riverside," pours its great volume of clear, dark water into the larger river and flows in a distinctive stream for many miles before mingling with the waters of the Mackenzie. The "Rock-by-the-Riverside" is a steep, round-topped hill, which stands in solitary magnificence as though it were the grim sentinel of some unknown treasure house.

The value of the resources of the Mackenzie Valley have not yet been determined. Great forests extend along the river banks; the lakes teem with fish; coal and salt are plentiful; deposits of gold, gypsum, iron, copper and nickel have been found. In the last few years oil has been discovered and drilling operations have been commenced by the Imperial Oil Company.

The greatest difficulty to the immediate development of this vast territory is that of transportation, but this may easily be overcome. If Fort Norman oil reaches its expected standard one can even now, with a slight stretch of imagination, see the Mackenzie River Valley a civilized country. During the summer months at least, no obstacle will prevent its development. But for many years, if not forever, winter will still claim this, its greatest Canadian stronghold. The enticing charm of that great Lone Land, gripped in the long night of winter, will then perchance call the spirits of those departed heroes—call them to the primeval silence and unsullied grandeur, which, in days gone by, lured them far from the beaten path.

WILL YOU?

1. Pay up Arrears of Fees.
2. Order your Easter Annuals.
3. Attend the Calgary Convention.

More English

G. M. Craigie, Langdon, Alta.

With the prospect of a change in the school curriculum, it seems a very opportune time to draw the attention of the teachers of Alberta and those who may be actually engaged in formulating the new course to the necessity of providing more time for the study of English language and literature in the schools.

Of course, some will contend that English can be correlated with other subjects and taught side by side with them. But the fact remains that in all classes of society, whether they have attended public schools or universities, there are lamentable examples of inability to speak clearly, to spell accurately, to read intelligently, and to write in a logical manner. These conclusions are taken from a report submitted by a committee of leading educationists in regard to the position of English in the schools of England.

There is a prevailing opinion among the educated classes that the present school system is a failure: the pupils are benefited while they are in actual attendance but the majority revert to illiterate ignorance. "It is borne in upon us time and again," the committee say, "that our educational system is too remote from life." Another fact which is so obvious as to be constantly overlooked is that the standard by which education is judged in all English-speaking nations is by a logical use of the English language. The boy who passes from public school to a trade has a better chance to succeed if he can speak plainly and decently; the boy who pursues his studies through a university and takes up one of the many professions has his success measured solely by the extent to which he is master of his own native tongue.

The trouble with the schools is superficiality. They build a showy, top-heavy structure on no foundation. They cram one subject or other. They minimize or neglect the important subject—English. If this summary is true of the conditions in English schools, where the majority of the pupils are native born, would it not seem to you to be truer of the conditions in Canadian schools, where there are so many pupils of foreign birth? But the teachers or pupils seem to think, with Sir Philip Sidney, that English is so easy of itself

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that it needs no teaching. Consequently, a minimum time is put on a subject of maximum importance: the fact is not realized that on English and English alone depends the success of every subject in the whole curriculum. The kinema of today has no educational value, at any rate as far as the formation of speech is concerned, for this reason: it gives ideas, impressions, and emotions which cannot be expressed by the majority of its patrons. However, it may become a positive factor by circulating its scenarios in good literary form, and as Professor Brubacher says, "it will be a great day for the mother tongue when every good book is 'screened' and when every scenario is a good book."

The language which children use is either correct or incorrect according to the form of speech with which they come in contact. And children who have formed incorrect habits of speech will continue to do so until they have learned differently; or in other words, until they have acquired *speech consciousness*. This can be done most readily by a repetition of definite corrective exercises. Moreover the teacher should encourage the children to read and read and read. The descriptions contained in the reading do not need to be of an excellent literary form but the conversational part must be the best.

The High School method of teaching composition is nothing short of ridiculous. A literary form is given to the child which has been and is used to advantage only by masters of the English language, and they use these forms and constructions, without doubt, unconsciously. This literary form the child feels no need of at all; in fact, it is wholly unrelated to his life. But we assume that it is necessary to give it to him, and hope and trust that he will some day in the future find the substance to be used with it.

The child does not crave expression, for the simple reason that his observations and experience are very limited. Language is used by him only to satisfy his physical needs and requirements. Few, if any, write letters with pleasure: composition is looked upon by the majority of pupils as one of the inventions of Satan himself.

What is the solution? Read good books! Encourage the child to read! Let him get experience, acquaintance, and knowledge of persons and things by the readiest means at his disposal—Books. Then, when he has filled himself to overflowing with a knowledge of his subject, in a language which is the finest vehicle of expression known to man, and which contains treasures unsurpassed in any other tongue—how can he help write an interesting composition which will have a natural and logical order?

A GOOD EXCUSE

The excuses offered by schoolboys are often laughable, perhaps none more so than those of two pupils of a country school for being late. Asked why he didn't come when he heard the bell, one boy said: "Please, sir, I was dreaming I was going to California, and I thought the school bell was the steamboat I was going on." "You did, eh!" said the teacher. "And you, sir," turning to the second boy, "what have you to say for yourself?" "Please, sir, I—I was just waiting to see Tom off."

COSTLY PASTIME

Senator Borah was talking about the world's need of disarmament.

"The World War," he said, seems to have taught the world nothing. The war to end war has ended in victory, and behold, we Americans are spending 80 cents out of every dollar of our taxes upon war, past and future—on the pensions and so forth of old wars, and on the preparation for wars to come. How about it?"

Senator Borah made a gesture of whimsical despair.

"Of all the senses," he exclaimed, "common sense is the rarest of all."

SEEMS TO LIKE IT

Mayor Hylan of New York City, said, at an Irish-American banquet: "The Irish will keep on giving England trouble until England grants them their independence."

"I heard of a school child the other day who said very aptly, in the course of a geography recitation:

"England is a body of land entirely surrounded by hot water."

A Menace from the Far East

At the last convention of the Canadian Teachers' Federation, two resolutions were passed which were of prime import to the teaching profession of Canada. The first resolution endorsed the principle, that the academic and professional training of teachers should be materially increased; the second put the C.T.F. on record as favoring "greater equality of teachers' qualifications." The advisability of passing the second resolution was seriously questioned by some of the delegates, not because the principle was other than inherently right, but because it might possibly be interpreted as a readiness on the part of the C.T.F. merely for the sake of homogeneity to render nugatory the first resolution: that is to say, if there be a standardization of teachers' certificates throughout the Dominion, there should be some assurance that in no one case should the standard be lowered, and that the different departments of education should insist upon the same standard of academic qualification and at the same time a similar course of professional Normal training; otherwise, it might possibly result in teachers from one province where, as at present, the standard is low, entering the teacher market in a province where the standard is high, and thus pulling down the standard of qualifications and the salary of teachers everywhere. Alberta is at the present time in serious danger of this very result.

We have been told time and time again that "no permit is granted to any person unless possessed of the academic standing of Grade XI or its equivalent." Not a few, however, know that "Grade XI or its equivalent" has been loosely interpreted: indeed, it has been whispered that even Grade VIII has sometimes been the equivalent of Grade XI. But the fact remains that a "permit teacher" should be required to have passed Grade XI or an equivalent examination. A way has been discovered, however, whereby a would-be teacher may get in on the ground floor without having passed Grade XI or its equivalent, and without being bothered with such an insecure credential as a permit. It is possible to get a Third Class Certificate, valid for two years, and renewable from time to time for one more year, even though the teacher (so-called) has had no Normal training whatever. There is one proviso, however, which must be closely observed—one must come from the Maritime Provinces, because no such privilege can be granted to Alberta High School students.

The writer has before him a pamphlet (Educational Pamphlet No. 3) issued by the Department of Education, entitled "The Certification of Teachers in Alberta." This document shows that the teachers from the British Isles, from Manitoba, Saskatchewan, British Columbia, Ontario and Quebec are much restricted with regard to recognition of their certificates in Alberta, and nothing seems to be given to them to which they are not reasonably entitled. But in the case of the Maritime Provinces, especially Nova Scotia, the bars seem to have been let down altogether, and as be

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fore, privileges are granted to these outsiders which are denied to our own young men and women. The pamphlet shows that Third Class Certificates are issued to the possessors of the following:

NEW BRUNSWICK—Second Class License.

(Grade X and Some Normal Training)

Teachers holding this certificate have had Normal Training and their academic standing is one year in Prince of Wales College, which is equivalent to Grade X.

PRINCE EDWARD ISLAND—First or Second Class License

(No Normal Training)

The holder of a Second Class License has academic standing equivalent to Grade X, but it would be a stretch of imagination to call the one usual lesson a week on professional matters, Normal training.

NOVA SCOTIA—Normal School Diploma

Or Second Rank (C License),

Or M.P.Q. (Minimum Professional Qualification)

With one year's successful experience and with certificates of Grade XII or XI.

(Grade XII or XI and No Normal Training Whatever)

The holder of a C License has had some Normal training and the equivalent of Grade X, but the "M.P.Q." has merely written off an insignificant examination on school methods, &c.

Of course, higher certificates of qualification from these provinces are recognized by the Alberta Department of Education and no exception can be taken to the equivalent standing given but, like the common people, whom Abraham Lincoln said "the Almighty must have loved because he made so many of them," the poorly qualified teachers from these provinces hopelessly outnumber those better qualified who, because they are worth keeping, are evidently induced to remain at home; at least, one would judge so from the ratio of interim certificates granted to teachers from the Maritime provinces during the year 1920, which is as follows:

	First Class	Second Class	Third Class
New Brunswick	9	4	12
Prince Edward Island	0	0	18
Nova Scotia	11	38	64

The Alberta Teachers' Alliance has first, last, and all the time been irrevocably opposed to the issuance of certificates of inferior qualification, and it must be said that the letting down of the bars to Alberta High School students who desire to "ride on the back of the teaching profession" would augment tenfold the injustice at present suffered by the teaching profession. But why should students from the far East be granted privileges which are not accorded to our own citizens; and why should teachers' employment bureaus, operating in other provinces be allowed to unload unqualified teachers on Alberta? These "camouflaged permit"—Third Class—teachers from Nova Scotia, New Brunswick and Prince Edward Island are the ones who are stultifying the efforts of the Alberta Teachers' Alliance to "raise the status of the

teaching profession; these are the fellows who are cutting salaries, against whose flocking here the Normal School students of our own Province must contend when they desire to go out into the world, make a living, and endeavor to pay back the loan granted by the Government. Why should these poorly qualified outsiders be in a position to compete with our "home-grown" Alberta teachers? Were it a case of merely endeavoring to close a number of rooms in Alberta while there is a surplus of teachers in the Maritime provinces, we should stand condemned as insincere educationists. But such is not the case at all. None of these provinces has an over-supply of teachers. The real point is, that no more rooms are operating than would be the case if the Easterners stayed at home. What is the use of making provision for their easy entry into the ranks here whereby they hurt the prospects of Alberta teachers without doing anything more than gratify the wish to go out West and see what it is like? They do not receive any adequate compensation other than this. When they have paid their transportation expenses to Alberta they are not much better off for a number of years than they would have been had they remained away. But this is certain: they come to Alberta without knowing the conditions; they therefore, in a great many cases, accept a lower salary than the Alberta teachers have been in the habit of demanding; and, finally, they are hopelessly ignorant of the teachers' organization movement,—a sure indication of their low status in their own province.

The Wabamun Case

("Argus")

This case is one of the many which go to prove conclusively what has been contended by the Alliance; viz., that the present prescribed form of contract is most unsatisfactory in its working out, that the law is always on the side of the school board which is determined to inflict injustice on the teacher, and that, in the final analysis, the Department of Education, in interpreting the powers granted under the Ordinance, cannot deal with the teachers and the board in an impartial manner—the law is on the side of the school board and therefore the Department of Education must uphold the school board as against the teacher, even though the act of the board be morally wrong. It further goes to show that the teaching profession must so organize that it is able to protect its members and so discipline school boards that they will think very carefully before throwing down the gauntlet.

The Wabamun school board was in every way satisfied with its teacher until the provisions of the contract which had been signed nearly a year before were brought to their notice. The teacher had agreed to serve for \$100 per month, per Ordinance; the board construed this to mean an annual salary of \$1000; the teacher, however, held by her right in the contract to \$1200 per annum. The board were also surprised to find that they had actually signed a self-renewing form of contract,—one which would necessitate their giving their teacher notice of termination should they desire to dispose of her services. "This contract," said the Secretary-Treasurer, (who, by the bye, is employed as station agent at Wabamun,—not under any term contract, we presume, but protected to the limit, as are all employees of the railways, by a powerful union) "is a ridiculous document. Why should not the board be able to hire and fire a teacher as it likes? Why should it be necessary for the board to give notice at

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all? And why should the contract have been changed from the old term contract hitherto in force?"

As might be expected, the board was amazed to find that the teacher was informed as to what contract she had signed, and that she had the temerity to compel the board to "come across" with the balance due to her. The board forthwith came to the conclusion that it was not getting value for its money, and further concluded that things were not going well in the school itself. The children were not all angels. It was reported that during recess one girl's clothing was actually torn by a fellow pupil and it was also understood that some of the boys actually inherited so much of their share of original sin as to "scrap" occasionally. This, in addition to the fact that certain children were transferred to another school, made the board decide to dismiss the teacher. It may be said in passing that at the school meeting the parents of the children concerned blamed the board, not the teacher, for the developments.

The Chairman of the board visited the office of the General Secretary when he learned that the Alliance was taking action, but the Alliance naturally took the stand that, since the teacher was not present, it naturally was unfair to make "confidential" statements against her, and that even though the confidential statements made be accepted at their face value, there was no evidence whatever which would justify the action of the board in dismissing the teacher.

It was very evident that what really "stuck" with the board was the matter of the \$1200 which they were compelled to pay. As a matter of fact, the board had, either directly or indirectly, approached a young man who had taught in a neighboring district on a "permit" for \$840. This young man approached the Department with regard to the matter, and was informed that he would not be allowed to teach any village school on a "permit." At the school meeting, the Chairman of the board read the Inspector's report on this teacher's work, and then made a comparison between this teacher's report and that made on their own teacher, who was paid \$1200 per annum. Any person of ordinary intelligence who desires to be fair would see that the "permit" teacher's report was an \$840 report and the Wabamun teacher's report a \$1200 one. The Wabamun teacher's report was a first-class one, as have been all the estimates on this teacher's work since she left Normal in 1908. She is a teacher of long experience who was handling a heavy school with splendid ability. It may be said, in passing, that perhaps the Inspectors in their anxiety to give every teacher a fair chance, may possibly be doing the qualified teachers of the Province some injustice by giving one kind of report for "permit" teachers and a more sober, reasoned document for qualified teachers.

The board, however, having committed itself to "fire" the teacher, refused to recede from the position taken. At the meeting when the teacher's dismissal was discussed, a petition was mentioned which had been signed by practically all the ratepayers of the district asking that the present teacher be not dismissed; the poor showing made by the Chairman of the board in his endeavor to prove inefficiency was evident to everybody present; and it was stated that there had not been sufficient evidence presented on which the most inefficient J. P. would dare to "hang a cat." Those who came to the meeting feeling that they had any grievance against the teacher went away feeling and stating that "the board, not the teacher, was to blame." But the Chairman refused to allow a vote to be put to the meeting as to whether or not the board should confirm or rescind its decision. The meeting closed without any action being taken, but the board met next day and decided to confirm its decision.

What were the developments, one must ask? What attitude did the Department take with regard to the injustice to the teacher?

After the board met and confirmed its decision a delegation of ratepayers waited upon the Deputy Minister of Education and presented a petition signed by over 90% of the ratepayers asking the Department to dismiss the board and appoint an official trustee, since the board was acting in defiance of the expressed will of those who elected them. Nothing was done. The teacher applied for a "board of conciliation" to be appointed. This was refused. The ratepayers demanded a special meeting and at this meeting practically every ratepayer was present. A resolution was UNANIMOUSLY passed asking the board to resign. Still nothing was done. The board "sat tight." Other influential people got into touch with the Department, and finally an official of the Department visited the district and interviewed the board and a delegation of ratepayers. He reported to the Department that the quarrel was between parties who had previously indulged in local faction fights, that the board felt that they were not getting value for their money, &c. The old story—nothing new at all. The thing that strikes us so forcibly however is this: Why should the teacher be the fulcrum on which these factional fights turn? Can not the matter of the action of the board with respect to their teacher, whether justifiable or otherwise, be determined *per se*?

Does not this case show how much insincerity, nay, obvious humbug, there is behind that clap-trap phrase used by so many trustees: "Give us the efficient teacher and we will pay the figure." Here is an efficient, experienced teacher, whose record is consistently good, being dismissed to make way for a "permit" teacher of less than one year's experience. The case is only typical of scores of others—"We want a teacher, a cheap one; never mind about anything else, a cheap one it shall be." These sentiments are not openly expressed, Oh dear, no! But that is what is meant first, last and all the time. We must also realize that just so long as a board does not show itself hopelessly incompetent from an administrative standpoint, no matter how it behaves to the teacher, it is in an impregnable position: if it "sits tight" no action will be taken with a view to installing an official trustee. Money counts more than flesh and blood. Representations may be made by the Department against an unjust course of action, and sympathy may be expressed with the teacher; but when all representations fail the board can "gang its ain gait"—"God is on the side of the big battalions." When will the school law be so changed that gross injustice and ignorance can no longer prevail against the teacher and the teaching profession? Perhaps when the municipal school district becomes an established fact the situation will be somewhat relieved and the teacher freed from the irksomeness of being involved in petty local squabbles.

But finally, the most regrettable feature of all:—A teacher deliberately prejudices the case of the one who has been treated so unjustly. She recently arrived from the East, visited the Department, learned that Wabamun was on the list of vacant schools, was warned that there was trouble there between the board and the teacher, was even advised not to take the school until the difficulty was settled; nevertheless, she took this particular school in spite of the fact that others were brought to her attention. The Alliance even wrote Miss Cairns stating that it was the opinion of the Alliance that the previous teacher should have been retained.

So the matter ends. Who can fail to see in incidents like these the need for a powerful teachers' organization?

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